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ABSTRACT

As part of its attempt to develop a model program for increasing sex equity among school administrators, the Sex Equity in Educational Leadership Project (SEEL) hosted a weekend conference for 150 Oregon educators. Conference activities documented in the first four chapters of this report include summaries of the workshops on Administration As a Career Choice, Legal Issues of Title IX, Sex Roles and Teaching in Elementary and Secondary Schools, Developing Support Groups, Restructuring Jobs, and a session on Androgenous Leadership. The fifth chapter is an evaluation of the conference based on information gathered from questionnaires and post-conference interviews. Various documents and supporting materials are in the sixth chapter. A summary is given of the keynote address by Aileen Hernandez, San Francisco Public Schools Commissioner. (MLF)

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sex equity in educational leadership

SEEL

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Report of a Conference

April 15, 16 & 17, 1977

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Sex Equity in Educational Leadership Project
Center for Educational Policy & Management
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Eugene/Oregon 97401

SEX EQUITY IN EDUCATIONAL LEADERSHIP CONFERENCE

University of Oregon

Eugene, Oregon

April 15, 16, 17, 1977

SPONSORED BY:

Center for Educational Policy and Management (CEPM)

Confederation of School Administrators (COSA)

General Assistance Center, Portland State University (GAC)

Eugene School District 4J

Eugene Women's Commission

PREPARED BY:

The Sex Equity in Educational Leadership Project (SEEL)

Patricia A. Schmuck, Director

Jean Stockard

Jane Arends

Mary Ann Smith

Joan Kalvelage

Sakre Oller

Peg Williams

Janet Hart

Carole Starling

Ken Kempner

Rita Pougiales

Nancy Gubka

This document was prepared with the assistance of Northwest Editorial Guild, 1628 East 19th Street, Eugene, Oregon 97403.

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SEX EQUITY IN EDUCATIONAL LEADERSHIP CONFERENCE

On the weekend of April 15, 16 and 17, 1977, 150 educators from around the state of Oregon met on the University of Oregon campus in Eugene to attend the Sex Equity in Educational Leadership Conference.

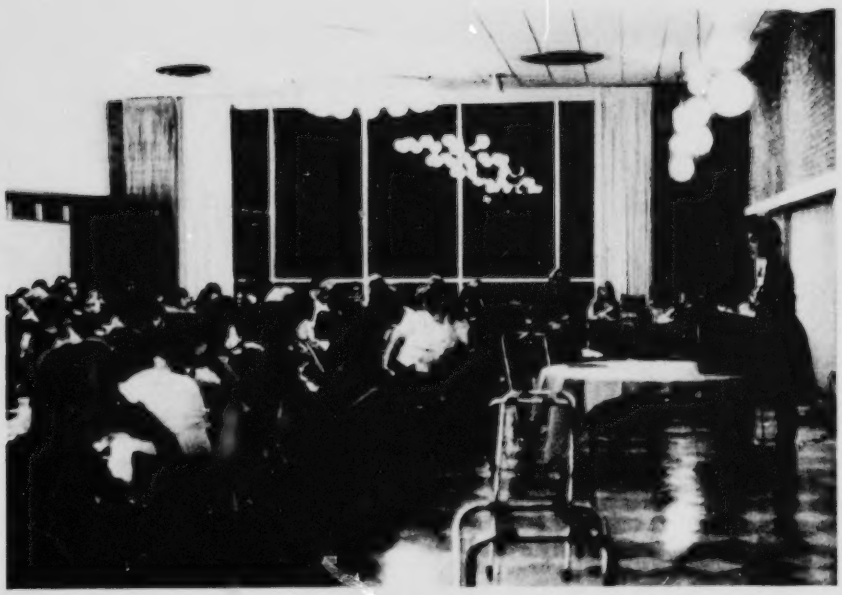
The conference was one activity of the Sex Equity in Educational Leadership Project (SEEL), funded by the Women's Educational Equity Act of the Office of Education, to develop a model program for increasing sex equity among school administrators. The Project has been in existence since Fall, 1976, and has sponsored a number of activities aimed at increasing awareness of the inequities in school management positions held by men and women and at developing support for changing this situation.

This report is designed to be used by people who attended the conference, by others who might be interested in the conference activities,and by people who may be planning a similar conference. Reports of the conference content and an evaluation of the conference activities are included. The first four chapters are reports of the conference activities, the fifth chapter is an evaluation of the conference; various documents and supporting materials are in Chapter 6.

The agenda for the conference follows:

FRIDAY; April 15, Ball Room, Erb Memorial Union, 13th And University

5:00-6:00	Registration and Wine Bar (3 glasses of wine and dinner included in registration fee)
6:00-7:00	Dinner
7:00-8:00	Keynote Address by Aileen Hernandez
8:00-9:30	Conference Groups Meet in Ball Room



SATURDAY, April 16, At Spencer Butte Jr. High, 500 East 43rd

An On-going Film Festival

and

A Materials Resource Center

and

A choice among the following workshops

8:30-10:45	Sex Roles and Teaching in Elementary Schools	Legal Issues	Innovative Jobs in Education	Administration as a Career Choice
11:00-12:00	Oregon Project Awareness			

12:00-1:30 LUNCH AVAILABLE FOR PURCHASE AT SPENCER BUTTE. MUSIC BY PAT EYSENBACH.

1:30-3:45	Sex Roles and Teaching in Jr. and High School	Legal Issues	Innovative Jobs	Developing Support Groups in Education

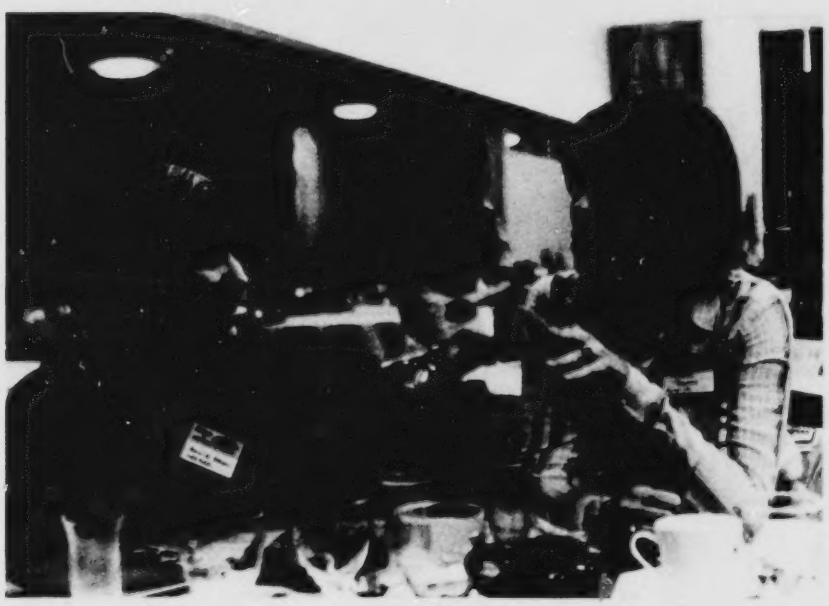
4:00-5:00 CO-RESPONDENTS "Here She Comes", Spencer Butte Auditorium

5:00-7:30 DINNER ON OWN

7:30-11:00 INFORMAL SOCIAL GATHERINGS FOR CONFERENCE GROUPS AT EUGENE HOMES

SUNDAY, April 17, At Spencer Butte Jr. High, 500 East 43rd

9:30-11:30 Sue Gilmore and Patrick Fraleigh, A Capstone Experience on Androgenous Leadership and Personal Learning Agendas, Spencer Butte Auditorium



SUMMARY OF KEYNOTE ADDRESS
BY AILEEN HERNANDEZ

Calling on educators to "look to ourselves for those elements of leadership to change the society," San Francisco Public Schools Commissioner Aileen Hernandez delivered the keynote address to SEEL Conference participants.

"We cannot talk one way and act another way," Hernandez said. "We cannot say to children in a classroom that this is a society of equality, this is a society of equity, when all around them they see signs of inequity."

Hernandez, an activist in both the civil rights and feminist movements, has held a number of posts including Commissioner of the U.S. Equal Employment Opportunities Commission and President of NOW. She is currently on the Board of Directors of Ms. magazine and a member of the San Francisco Bay Area Black Women Organized for Action. Her talk touched on a number of aspects of both racism and sexism as they apply to employment generally and to educational administration in particular.

Although "substantial numbers of women" work in education, Hernandez noted that they are not working in education at all levels. "They seemed to be highly conspicuous at the elementary school level in the classroom and virtually absent at the elementary school level in administration. . .and it seemed the higher up you went in the educational world, the decision-making roles . . .were roles which many people felt women could not perform."

One of the reasons equity is so difficult to achieve, Hernandez said, is that "the rules to the game are set by those who hold the power."

"THE RULES TO THE GAME ARE SET BY THOSE WHO HOLD THE POWER."

An urban affairs and management consultant, Hernandez said people in personnel departments tend "to try to find people that look exactly like them. . . so if you look at a society that has been both racist and sexist for hundreds of years and has developed the pattern in which power is held largely by one group--white males--then it is not exactly difficult to understand why the rules of the game help white males and hinder other people in the society."

In the educational world, Hernandez said, the self-validating "old boys" system excludes anyone who did not graduate from the "right" school or has not followed the accepted career path.

"Of course," Hernandez pointed out, "one of the things we have not been trained to do very effectively is to take the career paths that have been developed by those in power and measure all the people in power by those career paths. What you will find out very quickly is that lots of exceptions are made from those career paths when it appears to be useful to do so."

However, she continued, these exceptions are rarely made for anyone outside the old boy system. "We don't look around and make adjustments for minorities

or women. In fact, we do exactly the opposite. We have so little to show us that these people are competent that we make it more difficult for them. We insist not on just adequacy, which is the standard by which a lot of white men have made it into some positions; we look for more than adequacy. We look for the super woman, the super black, the super chicano, the super Asian, the super Native American, the super Filipino."

"WE LOOK FOR THE SUPER WOMAN, THE SUPER BLACK, THE SUPER CHICANO, THE SUPER ASIAN, THE SUPER NATIVE AMERICAN, THE SUPER FILIPINO."

And once a token representative is hired, a confusing double standard then comes into operation: If the token woman does well, Hernandez said, "The next step is not to say, 'My goodness, we've done so well in hiring this woman we really ought to hire more.' No, what we then say is, 'Well, you know, she's an exception. . .if we could find others like her we would obviously take them, but she's different.'"

"But take the woman who was put into the position and failed. She immediately becomes the role model. From then on, if the question arises, 'Why is it that you haven't got more women in administration or more women in these departments?' the answer is, 'Well, we tried one once. . .and she didn't work out.'"

If this attitude is carried to its logical extreme, however, Hernandez noted, "Any time a white male fails somewhere we should immediately say, 'White males don't work out very well, we tried one once, and therefore we can no longer hire from that pattern.'"

"WHITE MALES DON'T WORK OUT VERY WELL, WE TRIED ONE ONCE, AND THEREFORE WE CAN NO LONGER HIRE FROM THAT PATTERN."

Of course, people in power don't operate that logically. "So we are accutely aware that women and minorities, when they break through, must indeed be representatives of the entire group, and it is a heavy burden to carry," Hernandez said.

The burden is doubled because the standards of performance are geared for those already in power. A woman who can't have the escape valve option of failing may find release in a show of emotion. But emotion is not considered a positive attribute by those in power.

"Now what's wrong with emotion?" Hernandez said. "We have had, it seems to me, enough of people who perceive being super-cool and super-uninvolved as the highest form of human behavior. I think the problem that we are facing in society now is that we have too many people who prefer to be removed from what goes on around them in the society."

One solution, Hernandez said, would be to accept the idea that "It is not necessary to become white and male in everything except your outward appearance in order to be successful in the society. Part of what we are aiming at is. . .to begin to mix those cultural traits that we have been trained to believe are feminine and masculine in such a way that we come out with a new definition of humanity. . ."

"TO BEGIN TO MIX THOSE CULTURAL TRAITS THAT WE HAVE BEEN TRAINED TO BELIEVE ARE FEMININE AND MASCULINE IN SUCH A WAY THAT WE COME OUT WITH A NEW DEFINITION OF HUMANITY."

On the subject of so-called "reverse discrimination", Hernandez said, "If reverse discrimination is interpreted to mean that a woman has beaten out a man for a job and, therefore, he has been discriminated against in reverse, I have trouble with that concept."

Rather, she would define the term as the total reversal of present conditions. "For example, if the existing situation in Oregon, which is 96 percent male administrators and 4 percent female, were by the end of our affirmative action program to be 96 percent female and 4 percent male, that would be reverse discrimination."

As it is, however, the theory of reverse discrimination is mixed up with racism and sexism, combined with the fact that "perhaps some of those in managerial and supervisory positions are simply chicken," Hernandez said. "They are too chicken to say to the white male, 'You have not made it up the ladder, you just weren't good enough. You got beaten out by a woman or a minority because they were better than you were and maybe you need to do a few things to improve yourself before you come back again to apply for this position.'"

What tends to happen instead, Hernandez said, is that the manager will say, "'Well, Joe, you were super-qualified. You were the best person on that list. I really would have hired you, except you know the government now requires that we've got to have some minorities and some women, so I have to hire this person.'"

"I don't blame that young man for rushing immediately to the courts to suggest that he's been discriminated against," Hernandez said. "But it's obvious that what you're seeing there is a little bit of chickenness on the part of the supervisor and a lot of ego on the part of the young white male who finds it difficult to believe--in a racist, sexist society--that there can be either a woman or a minority who is better than he is at the job."

"Racism and sexism constantly challenge every minority and every woman who gets a position instead of a young white man."

"RACISM AND SEXISM CONSTANTLY CHALLENGE EVERY MINORITY AND EVERY WOMAN WHO GETS A POSITION INSTEAD OF A YOUNG WHITE MALE."

When a provision against sex discrimination was added to Title VII of the 1964 Civil Rights Act, Hernandez said, many people found a loophole in a clause which said that discrimination was permitted if there were a "bona fide occupational qualification" that made the job suitable for only one sex; i.e., men. However, Hernandez said, "Many people thought that 'bona fide occupational qualification' simply meant that anything that had been done previously could continue to be done in the name of a 'bona fide occupational qualification'. . .so any place where there was no tradition of women quickly became a haven for continued discrimination."

The Equal Employment Opportunities Commission quickly called a halt to this interpretation, Hernandez said, with the result that, "We are not lowering standards; we are establishing them for the first time. And we are establishing them on some kind of basis. . .relevant to the job that is going to be done."

"So now we are re-evaluating standards. And, interestingly, we are coming up with standards that do indeed turn out to help some women and some minorities, but, also very interestingly, they turn out to help a lot of young white men as well."

Unfortunately, however, educational institutions were specifically exempted from the provisions of Title VII when it came to hiring faculty. Hernandez called this an "obviously well-thought-out ommission, because if we could not change the people who were at the levels of decision making in the educational field, it was quite obvious that it was going to take us a very long time to make any changes in the society."

And, as is often the case, Hernandez said, "Any time we do something which is otherwise hard to explain, we come up with a very sound and very moral reason for doing it. And the moral reason we had. . .was that if we moved into the question of selecting faculty, from the lowest levels up to the highest, we would somehow or other be infringing on academic freedom. And so, in the name of academic freedom, many things have been permitted to exist in the educational world that we are now taking very hard second looks at."

Hernandez emphasized that another key to achieving equity is to eliminate sex role stereotyping early in life. "I'm sure many of you are familiar with the. . .pink and blue syndrome, the concept that says that when you wrap a girl baby in pink and a boy baby in blue, you not only wrap them in the blanket, but you wrap their minds as well. You set them on a path that says it's okay for you in blue to do this and for you in pink to do that."

"So we hear things in our memories: mothers telling little girls, Don't be a tomboy. Little girls don't get dirty. Little girls sit quietly and read. Little girls have inner space, little boys have all the rest of the world."

Obviously, as Hernandez noted, even with laws against discrimination, women can't get some of the jobs in society if they are not prepared for them. However, she pointed out that the lack of women in the higher reaches of education is not so easily attributable to lack of preparation. The assumption was that women did not filter upward in the educational hierarchy because they lacked managerial skills, Hernandez said, while men somehow magically acquired these skills simply by being moved up.

"We assumed that by being male all those people had managerial skills in much the same way we assumed that all women who go from being single to being

married and being a parent somehow gained all the necessary skills simply by making the transition."

"So we took people who did their existing job well and moved them up. But very frequently they were not trained. And they did not get any training at all in how to make the transition from being a good teacher to being a good manager. . .the good practitioner is not necessarily a good administrator."

The importance of re-evaluating the nature of and acquisition of administrative skills cannot be overstated, Hernandez said. "It's very clear that if we're going to change the picture of our society, if we're going to un-do acculturated behavior, then we must provide some new role models."

"If we in the educational field do not understand our role as transmitter both of the culture and of the value systems, we have missed the real opportunity to explore new horizons with very young people," Hernandez said. "We cannot go around saying what we would like to see done if we continue to behave in a different kind of pattern. When we talk about sex equity in educational leadership. . .we are talking about fundamental changes in our society."

"We have a responsibility to expand the choices people have in society. . . somewhere, perhaps, in some woman's mind, if it can be freed, is a cure for cancer. Somewhere in some woman's mind. . .there may be a solution for world peace."

"SOMEWHERE, PERHAPS, IN SOME WOMAN'S MIND, IF IT CAN BE FREED, IS A CURE FOR CANCER. SOMEWHERE IN SOME WOMAN'S MIND. . .THERE MAY BE A SOLUTION FOR WORLD PEACE."

"The educational system," Hernandez said, "is a system that has much to do, to transmit this new kind of hope to the society."

In a question-and-answer session, some of the topics addressed by Hernandez included:

Affirmative action and education--part of the difficulty is that current opportunities for employment in education are contracting rather than expanding.

Unemployment--"We have not been uncomfortable with unemployment rates because the unemployment rate has been most heavily felt by minorities and women, and we're not in power. . .It's the classic definition of the difference between a recession and a depression. A recession is when the next-door neighbor is out of work, and a depression is when you're out of work."

Sex role stereotyping as an international problem--"I used to think it was systems of government that made the difference. I no longer think that. . .It turns out that the Russian woman may be out there sweeping the streets or becoming a medical student or being a doctor, but when she gets home, she's cooking and hubby's got his feet up on the ottoman while he's reading the paper. So the roles may be different in the economic world, but the roles at home have not changed very much."

CONFERENCE GROUPS

The idea for small conference groups came about partly in response to the oft-heard remark, "One thing I don't like about conference is I have little time to rap with old friends or to meet new friends." Taking off from there, small conference groups were designed to provide a context where:

- -individuals could exchange ideas and concerns about sex equity
- -each participant could have an opportunity to meet and get to know a few other Oregon educators in a more informal setting
- -ideas gleaned from the different conference strands could be exchanged
- -a support system could be built concerning male-female work issues in public schools

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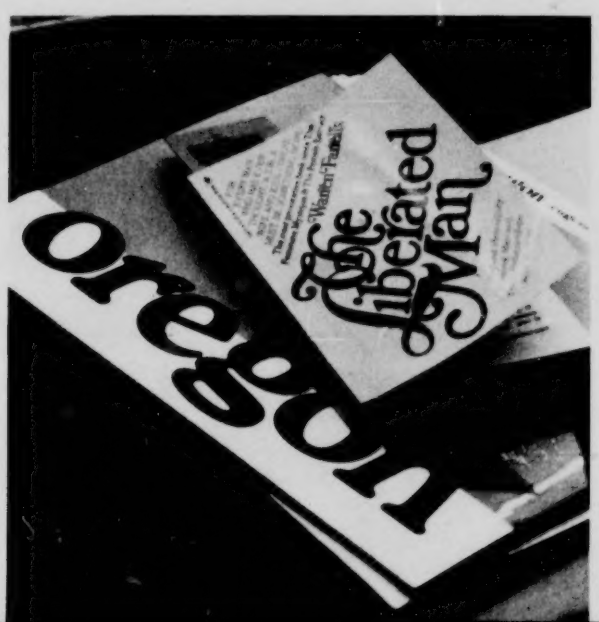
"ONE THING I DON'T LIKE ABOUT CONFERENCES IS I HAVE LITTLE TIME TO RAP WITH OLD FRIENDS OR TO MEET NEW FRIENDS."

The process of setting up the conference groups included the following steps:

(1) Identifying homes for the Saturday evening meetings. The list of prospective hosts/hostesses was compiled by the staff with each member suggesting several friends and/or colleagues. A letter was sent to these people explaining what we were attempting to accomplish and asking their support in offering their homes. $20.00 was provided for refreshments.

(2) As registrations came in, each participant was assigned to a group. The information packet provided each participant contained his/her dinner table assignment for Friday evening and also the name of the Saturday evening host home with a map giving directions to the home.



(3) A list of facilitators was compiled, again through staff associations with Oregon educators. One educator acted as head facilitator, coordinating the efforts of the others. An evening training session, with dinner provided, was held the end of March in which facilitators received a conference overview. At the training session questions relating to each strand were brainstormed, as were ideas for helping find common areas of interest and ways to keep conversation flowing in each group. Agreements about time limits were discussed and instructions given as to where/when to collect evaluation forms from conference participants. Facilitators were also asked to document their impressions and experiences in the conference groups. Following is a summary of those comments.

On Friday evening, several groups exhibited animated interest and participation, sharing personal interests and experiences, and enthusiasm for the coming events. A couple of other groups seemed too low on energy for intense discussion and were more concerned with getting information about what was to happen on Saturday. The Saturday evening groups were generally lower in attendance than Friday evening. However, those that met reported a relaxed atmosphere and interesting discussions. One facilitator reported a carry-over from a Friday night discussion. Most people seemed eager to talk.

There was unanimous consent among the facilitators, as well as the participants, that the groups were very worthwhile and should be part of next year's conference. Several suggestions were offered for planning future conferences, one being that people should have an opportunity to indicate on the registration form whether or not they wish to be part of a group. It was suggested that fewer homes be used, thus having larger groups and providing different opportunities for discussion; i.e., one-on-one or small groups, which would come together later in a large group. Further suggestions included a better setting and more privacy for the initial meeting, a more realistic time Friday and Saturday evenings, and a more mixed grouping by sex and geographical location. One facilitator recommended that this year's comments be used as part of the advertisement for next year's conference.

Meeting in people's homes was rated as very positive and seen as providing a relaxed environment where people felt comfortable with personal sharing, as well as sharing of ideas generated by the conference . One participant commented, "This was the best part of the weekend."

"THIS WAS THE BEST PART OF THE WEEKEND."

WORKSHOP: ADMINISTRATION AS A CAREER CHOICE

Panel Moderator: Gail Fullington, University of Oregon

Workshop Purposes:

1. To recognize the personal choice points in career decisions.
2. To identify facts about who are administrators.
3. To understand what employers look for in administrative selection.

Workshop Format:

The workshop was held with about 45 participants. It lasted three hours, divided into three 45-minute sessions. The panels were introduced, the lively discussion got underway promptly, and the participants seemed eager to hear each panel's remarks.

Panel One-- The Employee's View: Why I Chose Administration

Panel Members: Barbara Keirnes, Principal, Edgewood Elementary School, Eugene School District 4J

Tom Payzant, Superintendent, Eugene School District 4J

Jack Patterson, graduate student, curriculum and instruction; Principal, St. Albert's School, Alberta, Canada

Laura Perko, Personnel Specialist, Portland Public Schools

Tom Payzant, the first speaker, briefly presented his background, including his undergraduate work, entrance into the Masters of Teaching program at Harvard, teaching experience in Tacoma, entrance into the Administrative Career Program for his Doctorate at Harvard, becoming Administrative Assistant to the Superintendent in New Orleans, and becoming superintendent at age 28 of a suburb of Philadelphia where he worked four years before coming to Eugene.

Payzant stressed the advantages of being in the right place at the right time and the importance of the mentor system; that is, getting jobs to begin with by knowing people who are in positions of responsibility. He emphasized that his relative youth had been against him and recognized the difficulty of breaking into a system that looks for white males with experience.

A superintendent needs to be able to evaluate his/her own capabilities, Payzant said, because criticisms are constant. The challenge comes in learning to sift destructive criticism from the constructive and to retain the ability to be guided by the views of other people rather than becoming totally insensitive in order to protect oneself from criticism. He finally realized he was an administrator, Payzant said, when he had to confront teachers and realized that he was no longer one of them in the classroom.

Laura Perko, the second speaker, read a poem summarizing her life and career. It is printed following this report, page 29.

Barbara Keirnes started as a Pre-Med major in college, earned her BA in chemistry, was married, and had four children. Ten years later, she found herself back on the job market. She got a position as an Intern in order to get her teaching credential, taught two years and received a fellowship at the University of Oregon. She then returned to the classroom for another four years, during which time she was a team leader, and was asked to apply for the position of principal. Lacking role models for women administrators, Keirnes found the job challenging, and occasionally lonely. Since her job is unique, she is a frequent member of task forces and finds that the personal cost to her has been the time lost from her family.

Jack Patterson agreed that there is a personal cost in time lost from family life. As an administrator in a small community he finds that he is continually appointed to committees and task forces, both within the educational field and outside it. Patterson was a PE and social studies teacher and coach, and then Athletic Director for three years. He studied guidance and counselling at the University of Alberta, but found the progress too slow. He taught and was Field Experience Administrator at the University of Alberta for three years, then became elementary-junior high principal at St. Albert's School. He said his greatest pleasure as an administrator comes "when we change the environment to make things better for learning."

Questions from the audience were directed primarily at Barbara Keirnes. Particularly interesting was her answer to the question, "How did you change as an administrator to be different from the male role models you had found unsatisfactory?" Keirnes mentioned changes she had made in evaluation procedures, in replacing the desk in her office with a round table, in disciplinary techniques that get away from the punishment role and into a counseling role, and in delegating more authority to teachers to get away from the paternalistic attitude.

Someone else asked, "There are fewer and fewer job openings and more and more women wanting to enter the profession. How can that be resolved?" Laura Perko restated her belief that any improvement is worth it to the individual, whether it be to Department Head or to Superintendent. Tom Payzant noted that there is always room for quality people, even with as many as 75-80 applicants for each job. The question was pursued, "Isn't there a bit of the 'It was easy for me so it should be easy for you' attitude on the part of women administrators?" Both Barbara Keirnes and Laura Perko said that it had not been particularly easy for them, but that the key is to keep plugging away at it. They also felt that it is getting easier for women. Tom Payzant noted that whenever a person is the first to do something,she/he has to be "super at it." Keirnes emphasized that no matter what sex a person is, she/he has to be good at the job to be principal.

One question was asked about the grooming process and Tom Payzant reiterated his description of the process, adding that it is not only a matter of sex, but of being on the inside rather than on the outside.

During the break, active discussion continued with the members of the panel.

Panel Two-- The Researcher's Point of View: The Career Paths of Administrators: What Do We Know?

Panel Members: Dick Carlson, Chair, Department of Educational Administration, University of Oregon

Susan Paddock, graduate student, Department of Educational Administration; dissertation: "A Study of Careers of Women in Educational Administration."

Dick Carlson discussed demographic characteristics of teachers, principals, and superintendents. He presented the following data:

Teachers are 55% female, 68% Protestant, evenly distributed among political parties;

Principals are 2% female, 78% Protestant, 40% Republican (the national average is 27% Republican), and of the males, 63% are married;

Superintendents are less than 1% female, 87% Protestant, 60% Republican, and, of the males, virtually 100% are married.

Sue Paddock presented typical career patterns for males, explaining the difference between planned and emergent careers. Men typically have planned

careers, beginning their steps through line administrative positions while in their late 20's, about five years earlier than females. Sue Paddock noted that 60% to 70% of the men are willing to move to other districts, while women are much less willing to relocate. She also pointed out that men typically move straight up the ladder from assistant principals to superintendent posts, while women are diverted into other staff positions, such as curriculum specialist. Women, therefore, decide later in life that they want to be administrators, get into their first administrative positions later, and have a less direct route to superintendencies.

Dick Carlson then showed some figures and drew some conclusions based on studies of the 1300 "line position" jobs in Oregon. He said that applicants for these jobs face a situation in which there are plenty of job openings, but they cannot remain vacant and must be filled immediately. Of these vacancies, Dick Carlson said, 65% are filled from outside the network; that is, filled by people not holding the 1300 line positions. In trying to answer the question, "Why are people from outside seen as better qualified than those within the system?", he suggested that it is difficult to "prove" good or bad performance by an administrator; often the outsider looks better because the poor reports don't travel with resumes.

There was lively disagreement with his assertion that administration is different from other jobs in education such as curriculum director or other staff positions. Dick Carlson asserted that administrators are specially trained professionals and noted that 50% of them leave the system in five years.

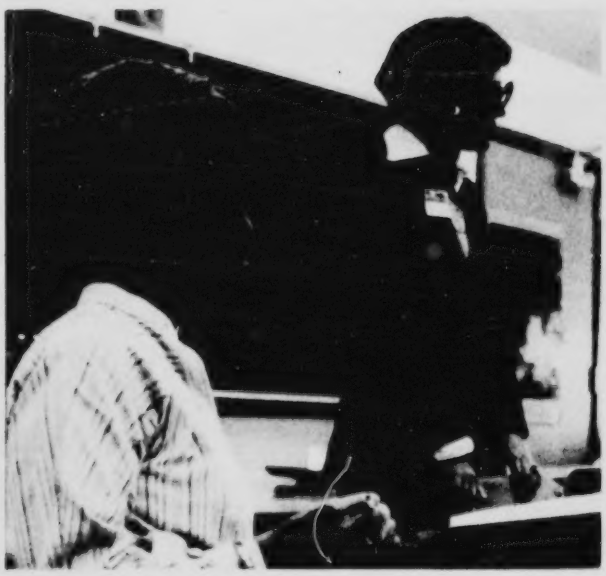
Panel Three-- The Employer's Point of View: How Administrators Are Selected

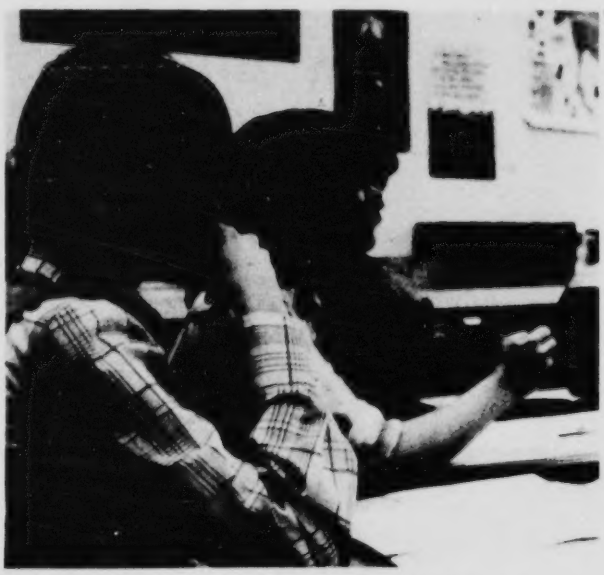
Panel Members: Ken Erickson, Field Training and Service Bureau, University of Oregon College of Education

David Mortimore, Regional Director, Eugene School District 4J

Al Rousseau, Assistant Superintendent for Personnel, Beaverton, Oregon

Barbara Klein, member, Forest Grove School Board; Past President, Oregon School Boards Association; member, National School Boards Association





Dave Mortimore outlined the process for hiring for a clear opening in an administrative position:

1. Advertisement of the position nationwide, with a job description;
2. Preliminary screening for legal qualifications;
3. Formation of a committee of teachers, personnel officers, and parents to read the folders, make choices, and interview 12 semi-finalists;
4. Committee choice of three final candidates to be referred to the superintendent for ultimate decision.

Dave Mortimore also described District 4J's Administrative Intern Program, which is designed primarily to train women for administration. The current intern,Joyce Osternig, was in the group of participants.

Al Rousseau made the following suggestions for women who are trying to get into administrative jobs:

1. Consider and be honest with yourself about your motivations, whether it is money, prestige, value to education, etc.
2. Think about the direction you want to go--the level, the specialty (e.g., curriculum), the building level.
3. Consider how flexible you are in district or geographical setting.
4. Get training and certification; this shows commitment (Rousseau pointed out, however, that there is a degree of luck involved in being prepared when the openings occur).
5. Make your interests known to your principal or supervisor; they can be the greatest help.
6. Make your interests known to your district, especially to the person involved in hiring. Stay in touch without being a pest.
7. Be visible at the district level on district committees, screening committees, etc.
8. Build an impressive application file, choose the right people for recommendations and ask them to discuss your qualifications for various aspects of administrative jobs.
9. Be alert to openings and don't be afraid to apply.

Barbara Klein described the hiring of a superintendent from the school board's point of view. The Board must examine the needs of the district and find someone who fits those needs. Klein reviewed the process of interviewing, visiting home towns, and, finally, hiring.

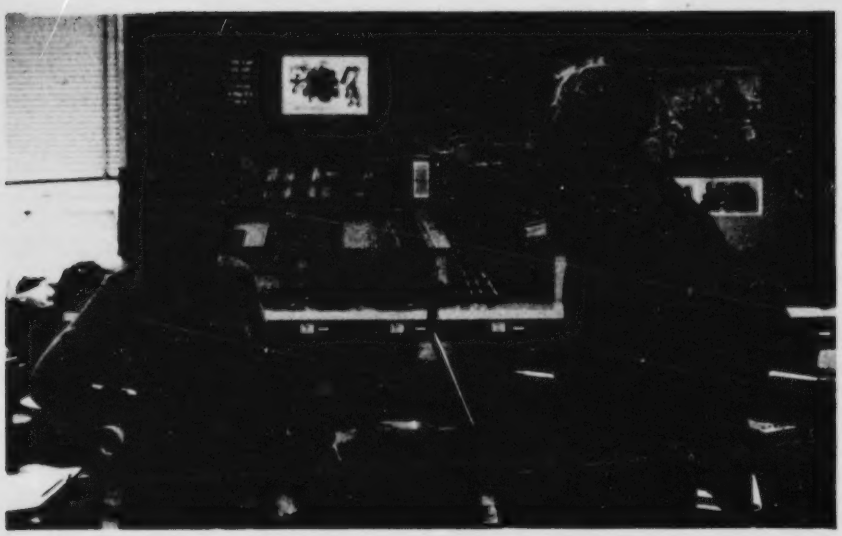
Ken Erickson summarized the qualities necessary in a superintendent. He particularly stressed integrity, intelligence, dedication, and, finally, potential.

There is no proof that experience is a requirement, Erickson said, noting that there have always been first-year white male administrators.

In answering questions, the panel pointed out that changes in the laws governing hiring severely hamper current hiring practices, the strength of the mentor and "old boy" systems, and the liberty districts have to appoint and promote directly. All panelists believed that these changes were for the better and would make it more likely that women would be hired in the future. Klein stated that it would be a "plum" for a district to hire a female administrator/superintendent.

Documentor: Ronalee Ramsey

BEING AND BECOMING
By Laura Perko
From a Personal Vantage Point



I enjoy being a girl,
and it's important to enjoy being <u>what</u> you are--
even with freckles

I enjoy being <u>who</u> I am--
wife of twenty seven years,
mother of two grown and married sons,
grandmother to be. . .,
who wouldn't want to be any other age than
the one I forget unless I check my driver's license,
which is incorrect

I enjoy <u>what</u> I do for fun--
painting, writing poetry, designing and building two houses
(with help), electrical wiring, reading, golfing--sometimes fairly,
knitting, sewing, gardening, meeting people, listening. . .

But there's another kind of doing in me,
and I enjoy that too:
Learning, teaching, being an administrator in a busy world. . .
And this is some of the sum of how I came to be
wherever I am in the process of becoming. . .

I was born into the middle of whenever must have been
the right time and place for me--
although some people called it the Great Depression,
but I don't believe in being depressed,
so I wasn't--

My only childhood was spent in wish-willing and wonder-woulding,
with boys, books, bicycles, baseballs, learned adults,
my questions, their answers,
and I believed most of what I was told was absolutely true
(and some of it was).

I expanded into education
with brick-buildings, hall-monitors, umbrellas,
lunch boxes, flowers for my teachers,
a wearying war, rationing,
more boys and girls,
more learned adults, more questions, fewer answers, more thinking,
saddle shoes, library cards that brought more books and more thinking,
stairs I went up that weren't even for going down,
and I graduated into "what to do and be. . ."

I entered the work world
as one who had studied fashion design, and thought
someday I would be an artist or secretary "and sit on the boss's lap"
or teacher--in whatever order,
and I was--in that order
by accident or design.

But the advertising department I managed
was intent upon heavy equipment--not skirt lengths,
and I worked with the print shop, the draftsmen,
the factory, the men who labored and joked,
a built-in photography lab, theater, airport with private planes
I would not fly in.
I learned to drink black coffee, meet deadlines that were always
"due yesterday,"
and when I became private secretary to the President of the firm,
I chose not to sit in anybody's lap.
And some of the time we sang.

I married a man who
thought it was all right for me
to think and do--
although he did and does not always agree with
what I think or do or say--
and sometimes he doesn't even understand
what I have thought or said or done--
But sometimes he does,
and this is all right, too.

We parented two children,
which involves much more than giving birth to them,
and I suppose we knew that,
but we celebrated a new generation
and busily began to love it, launch it, feed it,
educate it into something close to what is generally described as
a suitable human condition.

Somewhere soon upon that way,
it occurred to my husband and to me--in random order--
that I would go back to school and learn more
about and with another dimension of me--
not something I had forgotten,
but something I had tucked aside for a time--

My student-wife-mothering moment
wasn't easy for my family or for me,
but it was possible,
and I did my part of the tasking with their help
in laundry folding parties, night light burning,
and a mutual sense of "this thing's to do. . ."

And I flourished into more books and degrees--
with a fellowship
and a goal to become a teacher,
and suddenly I was,
or so my certificates said.
Being a teacher is not that simple.
But I believed, and learned, and I was,
and the students believed and learned and agreed that I was
a teacher of this and that.

I began teaching English to college students
who knew little more about infinitives (split or unsplit),
semicolons, or whether syntax was a dirty word
than they knew about whether we would win the war
they didn't like, didn't understand, and didn't want to fight-
even if they were drafted,
and they didn't want to be.
And one of my students said, "If you have freckles on your soul, let them show,"
and I have.

I knew I would become a high school teacher.
High school students should be taught
by teachers who believe in them at a time when
they have "bubbles in their blood" and in their gum--
and I did,
so I went to Lincoln High School to teach English--
from commas to Shakespeare--
to many students who loved to learn
and just as many who didn't.
And I became the chairman of their English Department,
and we grew happily together.

And I didn't run away from the classroom or the students,
but I knew that another part of me was willing to do more;
and nothing said I couldn't,
so I worked to grow
and became a Vice-Principal, part of the administrative team.
I kept my office door and my mind open,
listened much, met manifold assignments each day--
all with top priority--
and we all know the students are always that
and rightly so.
And I loved each day and its doing.

But another door opened,
and it was time for me to learn again and grow again and do again,
and thus I have become a Personnel Specialist for Portland Public Schools,
in charge of Professional Growth Incentive Programs,
and I've always believed in that--

So, here I am--
believing in trying
(call that the Puritan Ethic, the American Dream, or what you will).
Even in failing
something good is possible,
and most of the time
believers and tryers
don't fail in everything,
and some of the time
they succeed in much.
And it's best if along with that
they can enjoy being what they are and who they are--
doing at that moment what is most important to do.

And I do,
and no one has ever told me not to.
And if someone did, I wouldn't believe
because that's not the answer to anybody's question,
and that's not the place for anybody to be--
and I'm too busy right now
feeling O.K. about whomever I am,
wherever I am
on the way to whatever I am becoming
in this wonderful process of growing up.

WORKSHOP: LEGAL ISSUES I
OVERVIEW OF TITLE IX

Facilitator: Barbara Caulfield, School of Law, University of Oregon

Highlights of the Workshop

Facilitator Barbara Caulfield set out a five-point agenda of topics to be covered:

1. Historical background
2. Important regulations
3. Major cases
4. School board policies
5. Pending cases

Barbara Caulfield then discussed the emergence of legal principles such as government spending of public money and the right of individuals not to be discriminated against by their government. Former Representative Edith Green was noted for having spearheaded the Title IX movement in Oregon.

The Gilbert vs. General Electric case was discussed at length. The implications of this case--in setting a precedent for defining pregnancy as a temporary illness--seemed to be far-reaching. General participant response to this definition seemed to be one of amazement.

Finally, H.B. 213, Chapter 204 and ORS 659.150 were discussed in relation to Title IX. Implications of this legislation were discussed in detail and participant questions were answered by the facilitator.

Evaluation

This session was primarily informational in nature, to provide a common level of awareness for participants. The flow of communication was almost entirely from the facilitator. Questions were general rather than specific or confrontative. It seemed to be understood that more specific questions would be dealt with in the later sessions, after a basic information and trust level had been established. Everyone seemed quite comfortable with this format.

The facilitator did an excellent job of following her agenda. All five areas seemed to be covered evenly, with enough time left at the end for questions. All questions were fully answered; when there were no more questions, the session ended.

Participants seemed satisfied and eager for the subsequent legal workshops. One woman teacher said, "I'm glad this was the first session today. I've never been quite sure of what the law had to do with sexism in education. I understand now what Title IX covers and does not cover, and how much I can depend on it."

WORKSHOP: LEGAL ISSUES II
PROCEDURES FOR COMPLIANCE

Facilitators: Larry Mylnechuck, Oregon Department of Education
Kathryn Preecs, General Assistance Center, Portland State University

The co-facilitators divided the time equally. One explained the general steps toward compliance with federal and state laws, while the other offered technical assistance to school districts attempting to comply with these laws.

Highlights of the Workshop

Discussion centered on three major topics:

1. Steps to be taken for compliance
2. Revised Form HEW #639 to be submitted
3. Assistance to be expected from the General Assistance Center and the State Department of Education

The five steps for Title IX compliance are:

1. Develop and publish a policy of non-discrimination on the basis of sex
2. Designate implementation people to put it together
3. Develop and publish grievance procedures
4. Submit Form HEW #639--Assurance Form
5. Conduct an institutional self-evaluation

The importance of submitting Form HEW #639 was emphasized by the state department representative, who stated that a new division in that department is being created to enforce compliance. Questions centered on part-time and full-time employees' status and collective bargaining. There seemed to be a general disbelief among participants that any action would be taken against school districts who failed to submit Form HEW #639 by June 30. A male counselor asked, "What can they (presumably the federal government) do about it? They let it go last year. What are they going to do about it this year?"

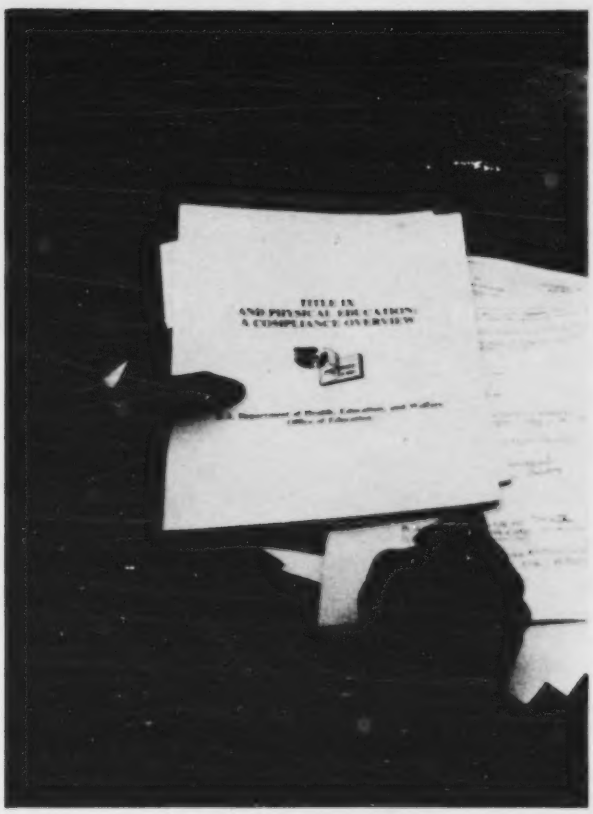
Handicapped. At one point, questions focused on residency programs for the handicapped in the state. There was considerable confusion as to the ability of these programs to conform to Oregon Revised Statute (ORS) 659.150.

One male administrator for a community college questioned his institution's ability to comply with this statute due to the nature of residency programs. A female counselor agreed, saying, "I just don't see how our handicapped program can possibly be expected to be the same as regular school programs!"

Evaluation

The topics of steps for compliance and kinds of assistance available from various agencies were easily discussed, and the session generally went well according to stated purposes. However, two issues received a lot of attention.

One was confusion about HEW Form #639. The other was residency programs. This was of particular concern and participants who work in residency programs were unclear about the application of laws to their programs.



WORKSHOP: LEGAL ISSUES III
TITLE IX AND ATHLETICS

Panel Members:

Bev Melugin, Curriculum Analyst, Eugene Public Schools 4J
Gary Gehlert, Graduate Student, University of Oregon, Asst. Principal Marshfield High School, Coos Bay, Oregon
Steve Gentry, Teacher, Silver Lea Elementary School, Eugene, Oregon
Lynn George, Asst. Principal, Spencer Butte Jr. High School, Eugene Public Schools 4J

Highlights of the Workshop

The session began with an outline of what is allowed and what is prohibited under Section 86.41 of Title IX. (See Document 80).

Next, factors to be used in assessing equality of opportunity were discussed. These factors are shown on page 90 of the handout titled "Athletics". (See Document 84).

Each panel member then made a short statement of his/her concerns with regard to athletics and Title IX. Most of them seemed concerned with where the money

and the coaching and administrative personnel will come from to equalize programs for both sexes in the schools.

During the discussion, one female teacher said, "I just really question the priorities of offering coaching and teaching to a limited percentage of students." A male elementary school PE teacher then warned of an upcoming wave of girl athletes and the lack of trained personnel to accommodate them. A male high school administrator asked, "Where will the revenue come from in the future for non-revenue supportive sports?" These seemed to be the questions uppermost in the minds of most participants.

There seemed to be general agreement on the problem areas in trying to create equal opportunities in athletics, but a conflict arose at one point between a female parent and a male administrator/ex-coach. The administrator was questioning the ability of women's sports to support themselves financially, while the parent was questioning the priorities of athletics for a few as opposed to intramurals for many. The problem of providing athletics to create "superstars" or to provide some athletic opportunities for all was discussed.

Evaluation

The session accomplished its goals of disseminating information and causing active discussion. The session moved easily and quickly through the informative portion and the position statements of panel members. This format seemed to work well; discussion that followed seemed to focus on issues of concern to all.

Many participants were on the edge of their seats and raised their hands quickly to get a word in edgewise. This was a good session to have just before lunch. Many people seemed to forget that they might be tired or hungry, and actively took part in the discussion.

WORKSHOP: LEGAL ISSUES IV
AFFIRMATIVE ACTION IN EMPLOYMENT

Facilitator: George Russell, Affirmative Action Officer, Eugene Public Schools 4J

Highlights of the Workshop

George Russell began by displaying his agenda on the overhead projector:

I. Laws and Regulations
   A. Title VII
   B. Title IX
   C. Chapter 204
   D. Section 504
   E. Equal Pay Act
II. Non-Discriminatory Recruitment vs. Discriminatory Recruitment
III. Non-Discriminatory Hiring
   A. Adverse Impact
   B. Selection Procedure
      1. Screening
      2. Interviewing

C. Selection Rates

IV. Problems and Issues

A. Preferential Hiring

B. Remediation

C. Traditional Standards of Quality

D. Reverse Discrimination

V. The Future

The session followed this format. Information was disseminated and questions were technical.

Evaluation

Although this session was not as participatory as the previous sessions, there was agreement that the information being disseminated was important. It seemed apparent there is a great need among educators for basic information on affirmative action in employment.

The session served to raised participants' general awareness of the effects of Title IX and affirmative action plans on employment procedures.

WORKSHOP: LEGAL ISSUES V
QUESTION-AND-ANSWER WRAP-UP SESSION

Facilitator: Peg Williams, SEEL Project Staff member, University of Oregon

Highlights of the Workshop

Five basic areas were covered:

1. Athletics and affirmative action
2. Reverse discrimination
3. Voluntary vs. involuntary quotas
4. Economic impacts on affirmative action
5. The spirit of Title IX

Discussion of athletics and affirmative action centered on the questions: What sports are similar enough to constitute equal opportunity? What number of people constitute enough to field another team in a given sport?

Special admissions criteria and the courts' inability to play a leadership role at the practical level of affirmative action employment were the focus of the discussion on reverse discrimination. Many participants saw the law enforcement agencies so far out in front of the courts that the courts, rather than backing the agencies, are instead engaged in a conflict with them.

The quota system discussion dealt primarily with the difference between voluntary and involuntary quotas. The courts are trying to determine what constitutes an honest attempt at compliance.

Economic considerations seem vital to the success of the affirmative action movement. Several cases were cited of financial benefits accruing to some, depending on how the law is interpreted. This area seemed to need more thorough examination.

Finally, the spirit of Title IX was examined particularly with regard to the nature of a bona fide effort to comply. People were encouraged to file complaints in order to speed up the process of compliance as well as progress toward equal opportunity.

Documentor: David Johnson

WORKSHOP: SEX ROLES AND TEACHING IN JR. AND HIGH SCHOOL

Facilitator: Dierdre O'Neil, Feminists Northwest

Workshop Purposes: Ending sexism in education by:

1. Provide meaningful human goals rather than sex stereotyped goals
2. Nurture human and creative potentials of both boys and girls
3. Develop personal awareness of a full range of possible cognitive and affective expression
4. Provide opportunities to experiment with alternative behaviors (as opposed to sex-typed behaviors)
5. Develop expertise in curriculum design as it relates to sexism

Role Playing and Film. The first part of the session was spent defining sex role stereotyping. Members of the group took part in a role-playing exercise in which each person completed the sentence, "If I were a member of the opposite sex, I. . ."

A film, "Sexual Stereotyping in Terms of Social and Emotional Growth in the Classroom" (available from the Oregon State Department of Education), dealing

with sexism in the classroom was shown, with periodic stops for group discussion. Among the topics discussed were sexist advertising and the role of the educational system in reinforcing images purveyed by the media.

Dierdre O'Neil suggested classroom activities to develop student awareness of sex role socialization. For example, bulletin boards and graffiti corners might give students the opportunity to react to specific questions as well as create an environment in which students could discuss personal sex biases. The facilitator also stressed the importance of integrating sex role awareness into the total school curriculum rather than isolating it in one class such as Women's Studies.

Language. The second major topic of the workshop dealt with the sex bias of our language, which traditionally has reinforced the male image, and therefore, male power. A list of occupations was read: poet, manufacturer, murderer, principal, etc. While some group members perceived the words as sexless, most connected them with male images. Only by adding a feminine suffix (as in "poetess") or by directly identifying the person as female (as in "the woman doctor") is it clear that the person referred to is female. Otherwise, most of us automatically assume the person is male. Teachers were urged to look critically at reading and language materials in their programs, pointing out sex biased language to their students and eliminating it wherever possible.

Dierdre O'Neil then read "Woman-Which Includes Man, Of Course" (See Document 86). Women in the group expressed feelings of importance and power in reaction to the piece, while the one man present said, "I asked myself: Who am I? And there wasn't any answer. I felt angry."

Herstory. Finally, the facilitator presented the idea of integrating female herstory into history, to counteract the omission of women in textbooks and other materials used in the schools. She pointed to the unique

contribution women traditionally have made to our heritage by collecting "societal trivia" such as diaries, family albums, scrapbooks, cards and photos.

Resources: Project Awareness Manual, John Havery, Oregon Department of Education

Documenter: Dana Buck

WORKSHOP: SEX ROLES AND TEACHING IN ELEMENTARY SCHOOLS

Facilitator: Sally Mackle, Feminists Northwest

Workshop Purposes: Elimination of sex role stereotyping in classrooms

Highlights of the Workshop

The three-hour session began with participants (six women, three men) seated in a large circle. After the facilitator introduced herself, she asked participants to introduce themselves, a process that took about an hour as group members interacted among themselves.

The facilitator then presented four steps toward eliminating sex role stereotyping: (1) examine materials and courses offered, (2) revise materials, (3) supplement materials with new units, and (4) expand the curriculum. There was not a great deal of discussion on this.

Slide Show. A slide show entitled "Sex Role Stereotyping in Elementary School Books: The Hidden Curriculum" was followed by a lengthy and stimulating discussion. Everyone participated freely and cooperatively. The men spoke honestly about inner feelings and the difficulty of being open.

At the end of the slide show a male university professor asked, "Does using terms like cow-person accomplish that much good?" Nearly everyone agreed that we should use non-sexist language, but that changing old patterns is hard at first. Most agreed, however, that we can change from the singular "he" or "she" to the plural "they" quite easily.

Film. A hand-out on boy-centered vs. girl-centered stories was discussed briefly and then the film "Hey, What About Us?" was shown. The film was stopped after each scene for discussion. The film dealt with the pressures on children to conform to sex role stereotypes. The group noted that text-

books perpetuate the myth that any female who does well in athletics does so by accident. Also shown in the film was peer pressure on children to play the roles they are taught by textbooks, adults and the various news and entertainment media.

There was a great deal of discussion of the way in which books, illustrations, etc., make women look dumb, helpless and inferior. No one seemed threatened by this (or any other) topic and everyone contributed thoughts as to how to remedy the situation.

Parent Involvement. One participant asked how to get parents involved in the non-sexist education of their children. One woman suggested that parents use books as take-off points for discussion of sex role stereotyping. A male administrator suggested that parents be asked to open up more options for their children. A female teacher/administrator said parents need to examine themselves and their behavior before they can help their children and there was agreement with the facilitator's suggestion that awareness groups for parents should be offered, with men and women in separate groups to promote more openness.

During a discussion of how to reinforce a student's positive self-image without reinforcing sex role stereotyping a male counselor to teenagers said, "Their resistance to discussing sex roles has been incredible." The group felt that good human qualities should be praised equally for both sexes and that such praise should be consistent. A male administrator suggested that a teacher has more impact as a role model than as a reinforcer.

Conclusions

For the most part the participants agreed on several points:

1. Awareness of sex bias and stereotyping can cause guilt;
2. When working with parents and teachers, the point should be made that everyone has used biased materials and made sex-stereotyped comments, but that no one does so intentially to hurt children;

3. Once we are aware, however, we need to change; and
4. *It is difficult to be honest about thoughts and feelings with a* spouse or co-worker.

Resource: Project Awareness Manual, John Havery, Oregon Department of Education

Documenter: Dana Buck

WORKSHOP: DEVELOPING SUPPORT GROUPS

Panel Members:

Sakre Oller, SEEL Project Staff Member
Martha Harris, Curriculum Specialist, Eugene Public Schools 4J
Joe Wiseman, Management Consultant, Eugene, Oregon
Bill Starling, Cadre Director, Eugene Public Schools 4J
Rita Northington, Counselor, Eugene Public Schools 4J
Chic Jung, Consultant, Portland, Oregon

Workshop Purposes

1. To experience what could go on in a support group
2. To legitimize the idea that men and women are both victims of sex role stereotyping
3. To encourage men to talk with each other about being male in a sexist society (the assumption is that women are already talking about it)
4. To give some guidelines for developing support groups for men and women

Workshop Format

Brief introduction of facilitators. Read "Woman-Which Includes Man, Of Course"(see Document 86).

Panel discuss guidelines for forming groups.

Reading of fantasy Sex Role Reversal (see Document 89).

Small group discussion. Introductions and reactions to fantasy role reversal.

Reporting back of group recorders to whole group.

Highlights of the Workshop

Large Group Discussion. The 26 participants seated themselves in chairs arranged in a large circle. There were 21 women and five men.

The reactions of participants hearing "Woman-Which Includes Man, Of Course" were varied. Reactions of women participants ranged from "I felt elated" and "I felt good--more self-esteem", through "How powerful language is", to "I felt overburdened". Men responded that they felt vulnerable and left out during the reading. Two women who had heard it before read by a woman commented on the difference it made to have this exercise read by a man.

A facilitator presented a list of guidelines about forming support groups. The guidelines included:

1. Form Sex Segregated Groups. Issues of maleness and femaleness are unique; sharing can be more beneficial within same sex groups.
2. Have an experienced facilitator to ease introductions, understand group processes, and provide skills such as taking a survey, listening, etc.
3. Have content resource people available (not necessarily part of the group, but to call on) who are aware of the work on sex roles and have done some work in the field.
4. Make sure leadership is clear, especially if the group is to meet for only a short time.
5. Be clear about what composition of people you want in the group (depends on the topics to be covered). Do you want teachers? Administrators? Educators mixed with non-educators?
6. Be clear about issue of confidentiality.

Small Group Discussions. Participants divided into three women's groups and one men's group to experiment with developing support groups. As a springboard for small group discussion, a facilitator presented a relaxation exercise

and a fantasy in which participants were asked to take themselves through an imaginary day. During this day, participants were to keep in mind a housemate of the opposite sex, real or imagined, and test their own reactions to imagined situations against what they thought this housemate's reactions would be--an effort to become more aware of what behaviors and reactions may be based on their sex role, or on their perception of their sex role (see Document 89).

The small groups met for over an hour and then reported on their sessions to the large group. Summaries of the group sessions follow:

Group 1: (women) Group 1 made the point that family men have a built-in support group to take with them even if they move--their own families. This group discussed clothing and its effect on potential employers in interviews, and shared values and personal experiences. There was participation from all and a lot of active listening.

Group 2: (women) This group found it difficult to relate to the housemate idea mentioned in the fantasy since many of them lived alone and liked it that way. They stressed support groups as important to people who are out front leading change. Since change is often resisted, a support group gives these leaders a sense of "we".

Group 3: (men) This group felt it is valuable to get out of the mainstream and deal with men on meaningful issues. However,they said it is difficult to develop male support groups since men are not used to being nurturant. Nevertheless, the group reported that it took them only a short time to eliminate the games and get to some real sharing.

Group 4: (women) This group met for a short time and took a break. They stressed the need for support groups in isolated areas and for professional women.

The groups agreed on two conclusions: (1) both men and women need support groups and (2) sexist language is a powerful determinant of the ways in which we experience the world.

Resources: Liberated Man, by Warren Farrell, 1975, Bantam Publishers, $1.95, paperback

Documenters: Judy Ness, Yvonne Parkinson

WORKSHOP: RESTRUCTURING JOBS

Panel Members:

Jack Hunter, Eugene Education Assoc.; teachers association and job sharing

Joan Kalvelage, SEEL Project Member; former administrator with Eugene School District 4J; structure to improve communication between teachers and administrators

Janice Marshall, graduate student, University of Oregon; job sharing

Peter Purdue, graduate student, University of Oregon; worked at school run by the teachers

Josh Reckord, Eugene School District 4J; collaborative decision making in a school

Nancy Reckord, Eugene School District 4J; job sharing

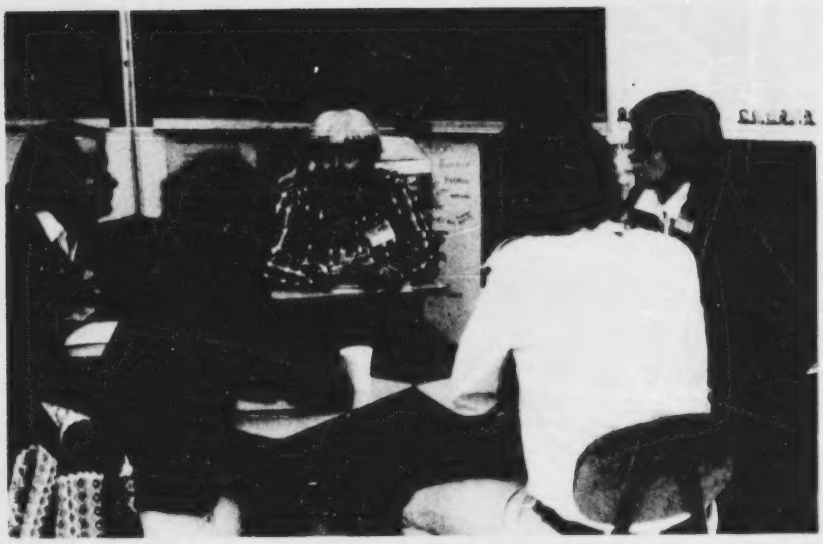
Joe Weiner, Lane County Mental Health Department; job sharing

Highlights of the Workshop

One documenter described the 23 participants in this workshop as a "hard-core group". Apparently all the participants assumed the need for alternative job structures, and group members tended to be very supportive of one another throughout the day-long session.

In the morning, participants quickly formed four small groups to discuss the problems associated with traditional job structures. Upon reconvening in the large group, participants compiled the following list:

1. Administrators often do not understand what happens in the classroom
2. Change is not allowed
3. Knowledge of problems others face is restricted
4. Full development of human potential is restricted
5. Administrators suffer stress and overload
6. Options are limited
7. People are trapped on one level of the hierarchy
8. Most people work in isolation from other workers in the schools



The resource people were then introduced. The large groups then brainstormed to come up with topics for further discussion. This was a lengthy and cumbersome process, but finally three groups were formed to discuss job sharing, philosophy and job restructuring. People interested in each area went to different parts of the room to plan their activities for the afternoon. Each group was to prepare a project or product by the end of the afternoon to present to the other participants.

Job Sharing. One of the women resource persons presented an overview of pending legislation to the job-sharing strand. Participants also directed specific tenure and retirement questions to the male union representative.

There seemed to be some disagreement on whether or not men needed full-time jobs. One female resource person said that the "quality of life is better if men have more time with (their) families." The male sex bias specialist, on the other hand, saw job-sharing as not feasible for men who needed more money to support those families.

A male teachers' union representative expressed opposition to a job-sharing bill (currently introduced in the state legislature) favored by a female resource person. Asked if the union would strike for job sharing, the man replied, "No, not for an issue that affects only 10% of our people."

Eventually participants developed a plan for a packet to be used by those needing help in preparing for job sharing. SEEL will prepare the packet, which will include a "slick" pamphlet that can be presented to prospective employers.

Philosophy. The philosophy strand prepared a "manifesto" for restructuring jobs in education (see Document 93). This offers possible responses to an administrator who opposes restructuring of work by asserting such beliefs as, "Isn't it true that people who find a good 'fit' between their work and personal lives are more satisfied, productive and efficient and contribute more to society?"

Job Restructuring. The alternative job structures strand developed a statement of intent and made five specific recommendations:

1. That a task force should evaluate the extent to which material on alternative forms of education is needed in teacher/administrator education at the University of Oregon.
2. That a regular course should be offered at the University of Oregon in Current Strategies in Educational Change.
3. That the University of Oregon should encourage the use of working teachers and administrators in its training programs.
4. That SEEL's report should relay information about restructuring of work in education.
5. That SEEL should establish an award to recognize innovative efforts to restructure jobs.

Each group reported to the entire body at the end of the afternoon. The entire group wished to be informed of any conclusions reached and to receive any materials prepared by SEEL after the conference.

Documenters: Judy Ness, Yvonne Parkinson

ANDROGENOUS LEADERSHIP

Sue Gilmore and Patrick Fraleigh conducted the Sunday morning session on Androgenous Leadership. They began by reading an excerpt from "Masculine-Feminine" by Betty and Theordore Roszak (Document 94).

The reading was followed by a dialogue with the audience about issues of leadership, working styles, career aspirations and how Sue and Patrick, as a professional and personal team, share their work and family responsibilities. They presented an outline of issues for individuals to work on in relation to sex roles. Participants broke into small groups and reconvened for a general session.

REACTIONS TO THE CONFERENCE

by

Warren Bell, Scott Pengally and Sara Isenberg

In addition to using participant observers to document the actions and reactions of conference participants, speakers and guests, we administered questionnaires and conducted post-conference interviews to gather information concerning participant's reactions to the conference. In this chapter, we summarize the information gathered by questionnaire and interview and present our conclusions based on this information.

Summary of Reactions to the Conference

This conference received high praise. Participants were glad they had attended the conference. They were enthusiastic about the way the conference was structured, about the presentations they heard and about what they learned.

Participants liked the way the conference was structured. The pacing was just right and combinations of workshops and content areas permitted them to take advantage of the opportunities that had attracted their interest before the conference.

Also, participants liked the presentations. They especially liked the workshops on careers in educational administration and legal issues. Presentations by Aileen Hernandez and Susan Gilmore and Patrick Fraleigh received special praise.

Furthermore, participants reported that they learned much from this conference. They mentioned having learned much more about the SEEL Project and more about other participants, who like themselves, were seeking support networks in Oregon. They indicated that they learned more about how to detect subtle and non-subtle forms of sex discrimination, and reported that they became

more aware of films and non-sexist teaching materials, which they felt they would use in their jobs.

Finally, when participants were asked to recommend ways of improving future conferences, they hoped that more time would be devoted to publicity so that more colleagues will be attracted to conferences like this one. They also recommended taking future SEEL conferences "to the people". They recommended that conferences be held in Portland, Eastern Oregon, and on the Oregon Coast.

How Reactions Were Solicited

At the beginning of the conference, all participants were given a packet of materials which included a conference reaction form. This questionnaire was designed to gather information about participants' reactions to the conference as well as elicit ideas and suggestions that could be used for future planning of additional conferences.

A month after the conference, interviews were conducted to learn how participants benefited from the conference and to gain more information about planning future conferences. Persons who were interviewed were persons who attended the conference as participants and facilitators. Persons who received information about the conference but who did not attend were also interviewed.

Who Responded

Eighty-eight persons attended the workshop sessions of the conference. Fifty persons, or 57% of the participants, completed the conference reaction form. Of these respondents,80% were women and 20% were men. Before completing the reaction form, each respondent was asked to indicate which conference workshops they attended. Table 1 presents the number of individuals in attendance at each workshop who filled out evaluation forms. The numbers do not reflect the actual numbers in attendance at each workshop. In reading this table, one

should keep in mind that an individual could and in fact usually did attend two or three workshops during the conference.

Table 1
NUMBER OF RESPONDENTS
ATTENDING VARIOUS CONFERENCE WORKSHOPS

No. of Persons Completing Evaluation Form	Workshop
13	Workshop on Teaching and Sex Roles
23	Administration as a Career Choice Workshop
6	Workshop on Innovative Structuring of Jobs
23	Legal Issues Workshop
11	Developing Support Groups
21	Film Festival

Thirty-two persons were contacted by telephone for follow-up interviews. Twenty-two persons were interviewed. Five respondents were persons who did not attend the SEEL conference. Five respondents were facilitators and twelve respondents were participants in the conference.

Respondents who attended the conference as participants were middle level education administrators from school districts in the Willamette Valley and Portland, Oregon. Ten persons were females and two were males. These proportions are similar to the proportions of persons attending the conference.

Respondents who attended the conference as facilitators were persons who provide human services as counselors and O.D. consultants. Two were head teachers of alternative schools and one person was in private business. Three respondents were females; two were males.

Respondents who did not attend the conference were upper level school administrators. One person was a superintendent, two were principals, one was a curriculum coordinator, and one was a psychology teacher. Four respondents were males and one was a female.

No attempt was made to randomly select respondents for follow-up interviews. Information necessary for random selection was not available. Nonetheless, names were selected at random from among available lists of persons who received publicity about the conference in each of the three categories.

Summary of Questionnaire Data

The questionnaire was comprised of four sections. The first section asked about the adequacy of the conference orientation materials, the second asked about specific aspects of the conference, the third focused on the utility of the conference groups, and the fourth asked for general reaction to the conference. With the exception of the final two items, the items in the questionnaire used a five-point Likert-type scale and required the respondents to indicate their agreement or disagreement with various descriptive statements about the conference. The final two items used a six-point scale.

Two items asked respondents about the adequacy of the preconference orientation materials. Table 2 summarizes the response to these items. The percentage making the "two most favorable responses" was high for both items, 88.9% and 84.4% respectively, indicating that the packet of materials describing the conference and giving information about facilities was sufficient in the eyes of most of the participants. Five respondents did not receive the preconference orientation materials.

TABLE 2

QUESTION #2

A. How successfully they provided you with information you needed.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav.respn.
Unsatisfactory	5			45	1.62	88.9
	4					
	3	5	11.1			
	2	18	40.0			
Excellent	1	22	48.9			
	NR	5				

B. How successfully they gave you clear and corrent expectations about the nature of the conference.	SCALE	fi	T	N	$\bar{X}$	% marking 2 most fav. respn.
Unsatisfactory	5			45	1.77	84.4
	4	1	2.2			
	3	6	13.3			
	2	20	44.4			
Excellent	1	18	40.0			
	NR	4				

The second section of the questionnaire asked respondents to focus on the workshops they attended, the guest speakers, conference groups, and information materials and methods used in the conference. Seven items asked respondents to react to the relevance of the topics and issues, the conference structure, the use of time during the conference, and the "newness" of the ideas and issues presented at the conference. By "newness" we mean the extent to which the ideas, topics and issues presented during the conference expanded or added to knowledge and understanding of the participants. Table 3 presents the reactions of the participants to these items.

TABLE 3

QUESTION #3

	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
A. In general, the conference addressed important issues, and vital concerns.						
strongly disagree	5			50	1.28	98.0
	4	1	2.0			
	3					
	2	11	22.0			
strongly agree	1	38	76.0			
B. The conference structure was useful, and promoted learning.						
strongly disagree	5	2	4.0	50	1.48	94.0
	4					
	3	1	2.0			
	2	14	28.0			
strongly agree	1	33	66.0			
C. Time in the conference was wasted.						
strongly disagree	5	35	70.0	50	4.54	90.0
	4	10	20.0			
	3	3	6.0			
	2	1	2.0			
strongly agree	1	1	2.0			

TABLE 3 Continued

	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon
D. The materials available were relevant and useful.						
strongly disagree	5			49	1.45	95.9
	4					
	3	2	4.1			
	2	18	36.7			
strongly agree	1	29	59.2			
	NR	1				
E. I learned nothing new about the content area presented in the workshop(s) I attended.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon
strongly disagree	5	28	56.0	50	4.3	86.0
	4	15	30.0			
	3	3	6.0			
	2	2	4.0			
strongly agree	1	2	4.0			
F. In general the speakers only restated or provided what I already knew.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon
strongly disagree	5	6	11.8	50	2.98	47.1
	4	18	35.3			
	3	4	7.8			
	2	15	29.4			
strongly agree	1	7	15.7			

TABLE 3 Continued

G. The conference demanded much original thinking on my part.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
strongly disagree	5	5	10.0	50	2.78	40.0
	4	5	10.0			
	3	20	40.0			
	2	14	28.0			
strongly agree	1	6	12.0			

In general, participants responded very favorably to the conference. They viewed it is addressing important and relevant issues and they experienced the conference structure and organization as useful and supportive of learning, as indicated by the response to Item A and B. Better than 90% responded favorably to these questions. Participants also viewed the conference materials as useful and felt their time was well spent. Again, 90% of the respondents reacted favorably to these questions, Items C and D in Table 3.

Participants were less enthusiastic in their assessment of the "newness" of the ideas, topics and issues presented during the conference. While they were unwilling to say they "learned nothing new" (86% responded favorably in Item 3), respondents seemed split on the redundancy of the information presented by speakers (Item F) and only 40% perceived the conference required much "original thinking".

The third section of the questionnaire contained four items that asked participants to rate the utility of the conference groups. Eleven of the respondents did not attend these groups; however, of those attending the response was very favorable. Seventy-three percent responded favorably

when asked about the value of the groups. A similar percentage indicated that the groups provided an opportunity to make friends and share concerns. Responses to these items are presented in Table 4. The conference groups were seen as useful, and were frequently mentioned as a unique and refreshing part of the conference.

TABLE 4

QUESTION 4

	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon
A. Conference groups were of little or no value.						
strongly disagree	5	20	52.6	38	4.13	73.7
	4	8	21.1			
	3	6	15.8			
	2	3	7.9			
strongly agree	1	1	2.6			
	NR	11				
B. They did not allow enough time to make friends and share concerns.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon
strongly disagree	5	19	48.7	39	4.13	74.3
	4	10	25.6			
	3	7	17.9			
	2	2	5.2			
strongly agree	1	1	2.6			
	NR	10				

TABLE 4 Continued

C. The conference group facilitator was very helpful to our discussion.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
strongly disagree	5	2	5.4	37	2.16	67.6
	4	2	5.4			
	3	8	21.6			
	2	13	35.2			
strongly agree	1	12	32.4			

D. I especially liked the Saturday evening in a home.	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
strongly disagree	5	1	3.0	33	1.61	78.8
	4					
	3	6	18.2			
	2	4	12.1			
strongly agree	1	22	66.7			
	NR	17				

The final section of the questionnaire asked participants to indicate their overall assessment of the conference. As in the earlier items the response was markedly favorable with better than 80% marking the two most favorable choices (94% responded favorably while only 6% indicated unfavorable views).

When asked to what extent the conference fulfilled the participant's expectations, 85.4% responded favorably with 62.5% choosing the two most favorable categories. The responses to these items are displayed in Table 5.

TABLE 5

QUESTION 5

A. Now that the conference is over how would you sum up the experience?	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
Extremely Worthwhile	6	14	28.6	49	5.0	81.7
	5	26	53.1			
	4	6	12.2			
	3	1	2.0			
	2	2	4.1			
Not very worthwhile	1					
	NR	1				

QUESTION 6

To what extent has this conference fulfilled your expectations about what you personally might get out of it?	SCALE	fi	%	N	$\bar{X}$	% marking 2 most fav. respon.
Exceeded expectations	6	6	12.5	48	4.4	62.5
	5	24	50.0			
	4	11	22.9			
	3	3	6.3			
	2					
Not come up to expectations	1	4	8.3			
	NR	2				

When asked what contributed to the participant's overall assessment of the conference, the following aspects of the conference were mentioned. Ten persons mentioned the organization and content of the conference, five the

informational materials and handouts, and six persons found the guest speakers to be positive contributions. Three individuals indicated that they were already aware of the issues discussed while four persons indicated that their awareness of the issues had been raised. Three persons mentioned the frustration they experienced by having so much going on and being forced to choose between workshops. However, the most frequently mentioned factor that contributed to participant's assessment of the conference was the conference groups. Fifteen individuals mentioned the conference groups, and the time devoted to informal interactions and personal network building as an aspect of the conference that they found particularly useful and worthwhile.

Summary of Interview Data

Why they attended the conference. Persons who were interviewed indicated that they came to the conference to learn about the SEEL project and to establish contact with persons in the SEEL project. They also participated to enjoy a promising opportunity for personal and professional growth. Moreover, they attended to learn about sex discrimination, to learn how to employ information from the conference agenda in their own lives; and to visit with others in settings like their own. One person attended to develop a topic for a dissertation. Two persons indicated they attended because of the persons who were speakers. They specifically mentioned Susan Gilmore and Aileen Hernandez.

What they learned at the conference. When asked what they had learned at the conference, respondents reported increased awareness about the SEEL project, about how to detect subtle and non-subtle forms of sex discrimination; and they reported learning about valuable resources for use in the future. These resources were the films presented at the conference, non-sexist teaching materials, and the administrative intern program. Two persons mentioned that the information about Title IX requirements was invaluable.

However, one person indicated she felt that one presenter did not have accurate information about one Title IX case that was discussed. Two persons reported their satisfaction with the films, "The History of Women in America" and "Men Alone".

How well expectations for the conference were met. All persons reported their satisfaction with this conference. They also reported their hope that more conferences will be held in the future. One person reported her hope that future conferences will attract the persons who are able to do something about sex equity in education. This person felt that the persons who attended the conference were interested in learning about sex equity or who were interested in entering educational administration.

What participants liked about the conference. All participants liked the way the conference was structured and conducted. They liked the option of staying in one strand or making selections from among several options. All liked the content areas and were able to attend the segments of the conference that meant the most to them. Legal issues and the films received special praise. Because people wanted to see more of these films, they asked that the order of their showing be altered so more of the films could be viewed.

Participants were divided about their appreciation of the conference groups and the way they were assigned to them. Of those interviewed, six participants attended conference groups, and six did not. For those who did, they found the groups to be helpful because the groups facilitated social interaction and because the facilitators were helpful and supportive.

One facilitator commented that the conference groups focused only on surface, social issues, and did not progress to problem solving as anticipated.

Seven respondents attended the session on androgenous leadership. They liked this presentation and wanted to see more of it. One person reported that the presenters had more to offer than was shared during the presentation. Another commented that while the information was useful, the exercise was not to their liking.

Recommendations. Five recommendations were made for purposes of improving conferences like this one in the future.

The first set of recommendations pertains to attracting more people to future conferences. Three persons who were interviewed recommended that publicity be changed in the future. Their recommendations were to publicize earlier and to publicize the conference through professional journals, personal mailing and more personal contact. Another recommendation mentioned was that participation of more males should be solicited, although no specific strategies were made for accomplishing this. One respondent recommended not fighting with males to elicit their participation.

Another suggestion was to take conferences to the people. One person recommended having conferences in Portland. One person recommended having regional conferences, such as in Ontario or Pendleton for persons in Eastern Oregon.

A third set of recommendations was made to change the purpose of future conferences. One person recommended that future conferences should not focus on administration alone. Another person recommended that a future conference should be arranged for women in management roles. This person would prefer that such a conference be devoted to training and sharing skills among women.

A fourth area of recommendations pertains to the content of future conferences. One person requested that more Title IX materials be provided. Another person

recommended that next year's conference should use different topics so that persons who attended this year's conference will be exposed to new material. One person announced that regardless of what areas are included, they should be described more fully so participants may learn in advance what the level of each presentation is going to be. For example, this person wanted to know if presentations were going to be introductory or more refined information.

A fifth area of recommendations were made about timing and scheduling. Two persons recommended that the conference should not begin until Saturday so that persons who are travelling from out of town may arrive for the start of the conference. Another person recommended that the unhurried schedule be retained for future conferences.

Facilitators of Conference Groups. The facilitators liked the way the conference was planned. They were clear about how they expected to contribute to the conference before it began. Three persons reported that their resources were adequately employed during the conference. Two persons reported that their resources were not fully used. One person said that too few people attended the workshop, so this person did not feel needed. Another person reported that she did not fully use her resources because she perceived that the conference dealt only with legitimate authority. Although this person had responsibility in her school, she did not have the authority of the role of principal. Because the conference did not, she felt, address her predicament, she reported that she did not go out of her way to contribute.

Other respondents reported different expectations. They hoped to meet interesting people, to learn about the SEEL project and to learn how the SEEL project might benefit the United States. Others reported that they expected the conference to be a gathering of persons interested in changing male dominance in educational administration.

What facilitators learned at the conference. Facilitators said they learned about legislation affecting sex equity, about what other people are thinking in this area and about future directions the SEEL project may pursue. They also reported learning information about job sharing and that females still occupy traditional roles; that females copy male models and that it will take a long time for women to succeed as peers with males in leadership positions in education.

However, there were areas facilitators hoped they would have learned but did not. One person hoped to learn about and meet people in alternative and innovative jobs. Another facilitator wanted to learn specific ways to deal with subtle and non-subtle age and sex discrimination. Finally, a person would have preferred learning about sex equity in all areas instead of education alone.

Recommendations. When asked about what they would like to change for future conferences, facilitators suggested two different strategies for attracting more of the persons to sex equity conferences who should attend. The facilitators felt that not enough of the persons who attended the conference could do the most about sex equity in education. They proposed two plans. One was to devote more time to publicizing conferences. Several persons suggested that persons in the SEEL project should make personal contact with more persons in leadership positions. They suggested attending meetings and personally inviting these persons to the conference. Another plan was to limit future conferences to persons who are already committed to sex equity in education.

Persons not attending the SEEL conference. Three of this group received the SEEL conference brochure; two did not. Those who received the publicity reported that they forwarded the brochure to others in their offices. (One person to whom these materials were forwarded subsequently attended the conference.)

When asked for their reactions to the brochure, these persons reported that the conference looked interesting but they could not attend because they were too busy. They reported that they did not know what the conference was going to address although one person thought the conference would address Title IX requirements. These persons were asked if they did not attend because they thought the conference was about women. None responded affirmatively.

Summary

People attended the first SEEL conference to increase their awareness of sex discrimination in education and to learn how to effectively combat sex discrimination in their own lives. These persons, who are concerned about sex-role issues in schools, generally do not occupy positions of authority in Oregon education. However, on the basis of their enthusiasm for the workshop on career possibilities in educational administration and their appreciation for the opportunity to link with others who occupy similar roles, it would appear that these persons may occupy positions of authority in Oregon's schools in the future. Persons who currently occupy positions with sufficient authority to immediately alter sex-discrimination in Oregon's schools did not attend this conference.

We conclude that this conference was a success and others like it should be held. People learned about the SEEL project and reported that they will rely on the SEEL project for support and resources in the future.

Conferences should be planned using a format similar to the one which made this conference so successful, with the following alterations. Future conferences should be given more publicity beforehand. Suggestions to personally invite groups of teachers and administrators to future conferences are appropriate, as are recommendations to hold future conferences in different locations in Oregon to facilitate greater participation.

In light of comments made about the difficulty of beginning conferences on Friday evenings, future conferences should begin on Saturday mornings. Finally, the practice of assigning participants to conference groups should be continued. Those who took part in these groups reported that their experience in small groups helped make them feel personally and closely involved in the SEEL project. (They did not talk of the conference or the SEEL project as if they had been passive observers of events with which they had little to do.) When participants are all able to begin at the same starting time so they begin with similar perceptions about the purpose of these groups, participation in conference groups should increase.

DOCUMENTS

use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

§ 86.37 Financial assistance.

(a) *General.* Except as provided in paragraphs (b) and (c) of this section, in providing financial assistance to any of its students, a recipient shall not: (1) On the basis of sex, provide different amount or types of such assistance, limit eligibility for such assistance which is of any particular type or source, apply different criteria, or otherwise discriminate; (2) through solicitation, listing, approval, provision of facilities or other services, assist any foundation, trust, agency, organization, or person which provides assistance to any of such recipient's students in a manner which discriminates on the basis of sex; or (3) apply any rule or assist in application of any rule concerning eligibility for such assistance which treats persons of one sex differently from persons of the other sex with regard to marital or parental status.

(b) *Financial aid established by certain legal instruments.* (1) a recipient may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established pursuant to domestic or foreign wills, trusts, bequests, or similar legal instruments or by acts of a foreign government which requires that awards be made to members of a particular sex specified therein: *Provided*, that the overall effect of the award of such sex-restricted scholarships, fellowships, and other forms of financial assistance does not discriminate on the basis of sex.

(2) To ensure nondiscriminatory awards of assistance as required in subparagraph (b)(1) of this paragraph, recipients shall develop and use procedures under which:

(i) Students are selected for award of financial assistance on the basis of nondiscriminatory criteria and not on the basis of availability of funds restricted to members of a particular sex;

(ii) An appropriate sex-restricted scholarship, fellowship, or other form of financial assistance is allocated to each student selected under subparagraph (b)(2)(i) of this paragraph; and

(iii) No student is denied the award for which he or she was selected under subparagraph (b)(2)(i) of this paragraph because of the absence of a scholarship, fellowship, or other form of financial assistance designated for a member of that student's sex.

(c) *Athletic scholarships.* (1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraph and § 86.41 of this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec. 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

§ 86.38 Employment assistance to students.

(a) *Assistance by recipient in making available outside employment.* A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) *Employment of students by recipients.* A recipient which employs any of its students shall not do so in a manner which violates Subpart E.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.39 Health and insurance benefits and services.

In providing a medical, hospital, accident, or life insurance benefit, service, policy, or plan to any of its students, a recipient shall not discriminate on the basis of sex, or provide such benefit, service, policy, or plan in a manner which would violate Subpart E if it were provided to employees of the recipient. This section shall not prohibit a recipient from providing any benefit or service which may be used by a different proportion of students of one sex than of the other, including family planning services. However, any recipient which provides full coverage health service shall provide gynecological care.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.40 Marital or parental status.

(a) *Status generally.* A recipient shall not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.

(b) *Pregnancy and related conditions.* (1) A recipient shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.

(2) A recipient may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

(3) A recipient which operates a portion of its education program or activity separately for pregnant students, admittance to which is completely voluntary on the part of the student as provided in paragraph (b)(1) of this section shall ensure that the instructional program in the separate program is comparable to that offered to non-pregnant students.

(4) A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom in the same manner and under the same policies as any other temporary disability with respect to any medical or hospital benefit, service, plan or policy which such recipient administers, operates, offers, or participates in with respect to students admitted to the recipient's educational program or activity.

(5) In the case of a recipient which does not maintain a leave policy for its students, or in the case of a student who does not otherwise qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician, at the conclusion of which the student shall be reinstated to the status which she held when the leave began.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.41 Athletics.

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by a recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing,

wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider, among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes;

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682; and Sec 844, Education Amendments of 1974, Pub. L. 93-380, 88 Stat. 484)

§ 86.42 Textbooks and curricular material.

Nothing in this regulation shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.43–86.50 [Reserved]

Subpart E—Discrimination on the Basis of Sex in Employment in Education Programs and Activities Prohibited

§ 86.51 Employment.

(a) *General.* (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, or recruitment, consideration, or selection therefor, whether full-time or part-time, under any education program or activity operated by a recipient which receives or benefits from Federal financial assistance.

(2) A recipient shall make all employment decisions in any education program or activity operated by such recipient in a nondiscriminatory manner and shall not limit, segregate, or classify applicants or employees in any way which could adversely affect any applicant's or employee's employment opportunities or status because of sex.

(3) A recipient shall not enter into any contractual or other relationship which directly or indirectly has the effect of subjecting employees or students to discrimination prohibited by this Subpart, including relationships with employment and referral agencies, with labor unions, and with organizations providing or administering fringe benefits to employees of the recipient.

(4) A recipient shall not grant preferences to applicants for employment on the basis of attendance at any educational institution or entity which admits as students only or predominantly members of one sex, if the giving of such preferences has the effect of discriminating on the basis of sex in violation of this part.

(b) *Application.* The provisions of this subpart apply to:

(1) Recruitment, advertising, and the process of application for employment;

(2) Hiring, upgrading, promotion, consideration for and award of tenure, demotion, transfer, layoff, termination, application of nepotism policies, right of return from layoff, and rehiring;

(3) Rates of pay or any other form of compensation, and changes in compensation;

(4) Job assignments, classifications and structure, including position descriptions, lines of progression, and seniority lists;

(5) The terms of any collective bargaining agreement;

(6) Granting and return from leaves of absence, leave for pregnancy, childbirth, false pregnancy, termination of pregnancy, leave for persons of either sex to care for children or dependents, or any other leave;

(7) Fringe benefits available by virtue of employment, whether or not administered by the recipient;

(8) Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, selection for tuition assistance, selection for sabbaticals and leaves of absence to pursue training;

(9) Employer-sponsored activities, including social or recreational programs; and

(10) Any other term, condition, or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.52 Employment criteria.

A recipient shall not administer or operate any test or other criterion for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex unless:

(a) Use of such test or other criterion is shown to predict validly successful performance in the position in question; and

(b) Alternative tests or criteria for such purpose, which do not have such disproportionately adverse effect, are shown to be unavailable.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.53 Recruitment.

(a) *Nondiscriminatory recruitment and hiring.* A recipient shall not discriminate on the basis of sex in the recruitment and hiring of employees. Where a recipient has been found to be presently discriminating on the basis of sex in the recruitment or hiring of employees, or has been found to have in the past so discriminated, the recipient shall recruit members of the sex so discriminated against so as to overcome the effects of such past or present discrimination.

(b) *Recruitment patterns.* A recipient shall not recruit primarily or exclusively at entities which furnish as applicants only or predominantly members of one sex if such actions have the effect of discriminating on the basis of sex in violation of this subpart.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.54 Compensation.

A recipient shall not make or enforce any policy or practice which, on the basis of sex:

(a) Makes distinctions in rates of pay or other compensation;

(b) Results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort, and responsibility, and which are performed under similar working conditions.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.55 Job classification and structure.

A recipient shall not:

(a) Classify a job as being for males or for females;

(b) Maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex; or

(c) Maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set forth in § 86.61.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.56 Fringe benefits.

(a) *"Fringe benefits" defined.* For purposes of this part, "fringe benefits" means: any medical, hospital, accident, life insurance or retirement benefit, service, policy or plan, any profit-sharing or bonus plan, leave, and any other benefit

or service of employment not subject to the provision of § 86.54.

(b) *Prohibitions.* A recipient shall not:

(1) Discriminate on the basis of sex with regard to making fringe benefits available to employees or make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employee's sex;

(2) Administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan by such recipient for members of each sex; or

(3) Administer, operate, offer, or participate in a pension or retirement plan which establishes different optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.57 Marital or parental status.

(a) *General.* A recipient shall not apply any policy or take any employment action:

(1) Concerning the potential marital, parental, or family status of an employee or applicant for employment which treats persons differently on the basis of sex; or

(2) Which is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

(b) *Pregnancy.* A recipient shall not discriminate against or exclude from employment any employee or applicant for employment on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.

(c) *Pregnancy as a temporary disability.* A recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom and any temporary disability resulting therefrom as any other temporary disability for all job related purposes including commencement, duration and extensions of leave, payment of disability income, accrual of seniority and any other benefit or service, and reinstatement, and under any fringe benefit offered to employees by virtue of employment.

(d) *Pregnancy leave.* In the case of a recipient which does not maintain a leave policy for its employees, or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, a recipient shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy and recovery therefrom as a justification for a leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status which she held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.58 Effect of State or local law or other requirements.

(a) *Prohibitory requirements.* The obligation to comply with this subpart is not obviated or alleviated by the existence of any State or local law or other requirement which imposes prohibitions or limits upon employment of members of one sex which are not imposed upon members of the other sex.

(b) *Benefits.* A recipient which provides any compensation, service, or benefit to members of one sex pursuant to a State or local law or other requirement shall provide the same compensation, service, or benefit to members of the other sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.59 Advertising.

A recipient shall not in any advertising related to employment indicate preference, limitation, specification, or discrimination based on sex unless sex is a *bona-fide* occupational qualification for the particular job in question.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.60 Pre-employment inquiries.

(a) *Marital status.* A recipient shall not make pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

(b) *Sex.* A recipient may make pre-employment inquiry as to the sex of an applicant for employment, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 86.61 Sex as a bona-fide occupational qualification.

A recipient may take action otherwise prohibited by this subpart provided it is shown that sex is a bona-fide occupational qualification for that action, such that consideration of sex with regard to such action is essential to successful operation of the employment function concerned. A recipient shall not take action pursuant to this section which is based upon alleged comparative employment characteristics or stereotyped characterizations of one or the other sex, or upon preference based on sex of the recipient, employees, students, or other persons, but nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex.

(Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§§ 86.62–86.70 [Reserved]

Subpart F—Procedures [Interim]

§ 86.71 Interim procedures.

For the purposes of implementing this part during the period between its effective date and the final issuance by the Department of a consolidated procedural regulation applicable to title IX and other civil rights authorities administered by the Department, the procedural provisions applicable to title VI of the Civil Rights Act of 1964 are hereby adopted and incorporated herein by reference. These procedures may be found at 45 CFR §§ 80-6—8)–11 and 45 CFR Part 81.

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COMPLYING WITH TITLE IX:

IMPLEMENTING INSTITUTIONAL SELF-EVALUATION

Martha Matthews
Shirley McCune

Resource Center on Sex Roles
in Education
National Foundation for the
Improvement of Education

Prepared under Contract 300-75-0256 for the Women's Program Staff, U.S. Office of Education, Department of Health, Education and Welfare.

The current administrative structure and any proposed changes must, however, be carefully assessed for any disproportionately adverse effect on employees of one sex when agencies evaluate their compliance with the employment section of the Regulation.

(4) Factors to be Used in Assessing Equality of Opportunity

Agencies are required to evaluate their total athletic program to determine whether or not it effectively accommodates the interests and abilities of members of both sexes. Factors which should be considered in this evaluation are specified by the Regulation:

- the nature and extent of the sports programs offered and their accommodation of the interests and abilities of males and females in both sports and levels of competition offered;
- the provision of equipment and supplies;
- the scheduling of games and practice time;
- the provision of travel and per diem allowances;
- the nature and extent of the opportunity to receive coaching and academic tutoring;
- the assignment and compensation of coaches and tutors;
- the provision of locker room, practice, and competitive facilities;
- the provision of medical and training facilities and services;
- the provision of housing and dining facilities and services;
- the nature and extent of publicity.

Agencies are not limited to these factors in their self-evaluations; rather they should consider any and all factors which bear on equality of opportunity in their total programs.

WOMAN--WHICH INCLUDES MAN, OF COURSE

An Experience in Awareness

Adapted from Theodora Wells
Reprinted from Project Awareness

There is much concern today about the future of man, which means of course, both men and women--generic Man. For a woman to take exception to this use of the term "man" is often seen as defensive hairsplitting by an "emotional female".

The following role-reversal is an invitation to awareness in which you are asked to feel into, and stay with, your feelings about the use of the generic Woman.

1. Consider reversing the generic term Man. Think of the future of Woman, which, of course, includes both women and men. Feel into that, sensing its meaning to you. . .as woman. . .as man.

2. Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the non-presence of man. Absorb what it tells you about the importance and value of being woman--of being man.

3. Remember that your early ancestral relatives were Cro-Magnon Woman, Java Woman, Neanderthal Woman, Peking Woman--which includes man,of course. Recall that Early Woman invented fire and discovered the use of stone tools near the beginning of the Ice Age. Remember that what separates Woman from other species is that she can think.

4. Recall that everything you have ever read all your life uses only female pronouns--she, her--meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on

TV are women's--when important events are covered--on commercials--and on late night talk shows. Recall that you have no male senators representing you in Washington.

5. Feel into the fact that women are the leaders, the power-centers, the primemovers. Man, whose natural role is husband and father, fulfills himself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy. Pregnancy --the most revered power known to Woman--(and man, of course).

6. Then feel further into the obvious biological explanation for woman as the ideal. By design, the female reproductive center is compact and internal, protected by her body. The male is so exposed that he must be protected from outside attack to assure the perpetuation of the race. Thus by nature, males are more passive than females.

7. If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's self growth and actualization.

8. To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister could run, climb, and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. Male vulnerability needs female protection, so he is taught the less active, caring virtues of homemaking.

9. He is encouraged to keep his body lean and dream of getting married, "I now pronounce you Woman and Husband." He waits for the time of fulfillment: when "his woman" gives him a girl-child to carry on her family name. He knows that if it is a boy-child he has failed somehow --but they can try again.

10. In getting to your feelings on being a woman--on being a man--stay with the sensing you are now experiencing. As the words begin to surface, say what you feel inside you.

ROLE REVERSAL EXERCISE
Adapted from Chic Jung
Time: 60 minutes

I'd like you first, to stand up--and stretch--on your toes--reach for the ceilings--stretch your fingers.

Now I'd like you to spread out and get comfortable in your chair and relax (or lie on the floor). With your eyes closed, I'd like you to be aware of what you're feeling.

Be aware of your breathing. Slowly, take in a deep breath and slowly let all the air out--all the way--then in again--let yourself relax--slow and easy.

I'd like you to be aware of any tension in your body--as you're breathing--and as you become aware--let go of the tension--in your shoulders--your neck--your face and scalp--be alert and aware as you relax and let go of the tension--in your back--your arms--hands--in your chest--breath easily--your stomach--let go of the tension--in your buttocks--your groin--your legs--your feet--be aware of yourself.

Now imagine that you are of the other sex. What do you look like--perhaps like a sibling? How long is your hair--what does your body look like and how do you feel about it? Try to get the feel of your new other sex body.

I'd like to take you now through an imaginary day--it will be a day when some special things will happen--I'd like you to relax and let yourself go with the experience--to be aware of your thoughts and your feelings as the other sex as your experience each event.

If you're now a man--be aware of your experience <u>as</u> a man in each event.

If you're now a woman--be aware of your experience as a woman in each event.

And also--let yourself believe on this imaginary day, that you live with a housemate of the other sex. If not, let yourself imagine such a person.

You are now waking up--on this imaginary day.

As you wake up this morning, you find yourself thinking about what you will wear. You have an important meeting today that makes this an issue. It's a meeting with an employer about the new job that may be offered to you. Think of the clothes you own and make a selection.

What do you decide to wear and how do you feel about your decision?

You get out of bed and head for the bathroom thinking about your decision of what to wear today? You notice that the shaving gear has been mixed up in with the cosmetics and that somebody left the toilet seat up.

How do you feel about that? What do you do, as a man or woman, to prepare to face your day?

There is an article in the morning paper about man and woman experiencing changing roles with each other. At breakfast, you talk with your housemate about things you like, and things you might want to change about your breakfast routine. You are a bit surprised by something your housemate wants to change.

What does your housemate want that surprised you? What's your reaction to it?

This morning's routine has been different in that a good friend's 7-year old child who is the same sex as you has spent the night at your house. As breakfast ends, your friend arrives to pick up the child. In parting, the

child reaches up to you for a hug and kiss. How do you feel? How do you feel about your role in caring for the child? How do you feel about your housemate's role?

Now you go to work. As you arrive at work, you see a group of the other sex in conversation and laughing. As you approach them, they become quiet and seem a bit uncomfortable until it's explained that one had just told a joke that is more than a little off-color.

How do you feel? What do you say?

At noon you meet for lunch with an employer to talk about the new position which may be offered to you. As the job is described, you become aware of several things. It is a very competitive role. You would be under pressure to prove yourself to a number of different people. It would be a very demanding job. You would not only give up some flexibility you have in your current job, the new one would also take more time from your home life. And, it would mean doing a kind of work that is not as directly satisfying as the job you have now. On the other hand, the pay raise would be substantial. You'd have a great deal more status and power to support things you care about to go along with the increased responsibility.

How do you feel about such changes? What reaction will your housemate have? How do you feel about your housemate's reactions?

After lunch, when you arrive back at work, you are immediately aware that something is very wrong. There has been a tragedy. The school bus taking home the morning kindergarteners was forced to back up at an intersection. One of the 5-year olds was knocked down, run over and killed. It was a child you know. You also know the bus driver to be a good and caring person. There are tears in the eyes of the friend who tells you all this.

What is your own reaction? How do you share it--later that evening--with your housemate? What is your housemate's reaction?

The day's tragedy gets you thinking pretty strongly about the direction and meanings of your own life. You think about the discussion you had that morning with your housemate about men and women reversing roles. Perhaps you don't think you'd really want a complete reversal, yet there are some things that might make your life more satisfying and meaningful if your sex-based roles were freer.

What are some things you might gain through greater awareness of sex role effects? What are some things your housemate might gain?

Now--as you are ready--quietly return here to this room. Without speaking--become aware of the others who are here with you.

We'll take two more minutes--quietly by yourself--to think about some of the things you have just experienced--that you might be willing to share with others.

Take a five minute break, then form into mixed sex groups of about four members. Ask members to share their experiences with each other for about twenty minutes. If time allows, have the groups come back together, and have a spokesperson from each group share major points with the total group.

A MANIFESTO FOR RESTRUCTURING JOBS IN EDUCATION

Educational experiences should be available to enhance our awareness of the cultural roles we play.

Awareness and exploration should be supported by work structures and the people who work with them.

As we explore role options, we should be seeking how available roles "fit" with our unique natures.

Each person is responsible for deciding the match among actual role option and her or his own nature.

When we can find no fit between ourselves and roles available in a given context, we should find support to explore other contents.

People who find a good "fit" are more satisfied, productive, and efficient, and contribute more to society.

There should be continuous and participatory processes for

- --looking at the way roles are culturally defined,
- --examining roles to find if they are laden with agist/sexist/racist expectations,
- --redefining roles to provide for more equal opportunity.

Only when differences are valued can creative and enduring change occur.

ANDROGENOUS LEADERSHIP

Adapted From

Masculine/Feminine

Edited by Betty and Theodore Roszak

Harper/Colophone Books, 1969

He is playing masculine. She is playing feminine.

He is playing masculine because she is playing feminine. She is playing feminine because he is playing masculine.

He is playing the kind of man that she thinks the kind of women she is playing ought to admire. She is playing the kind of woman that he thinks the kind of man he is playing ought to desire.

If he were not playing masculine, he might well be more feminine than she is--except when she is playing very feminine. If she were not playing feminine, she might well be more masculine than he is--except when he is playing very masculine.

So he plays harder. And she plays. . .softer.

He wants to make sure that she could never be more masculine than he. She wants to make sure that he could never be more feminine than she. He therefore seeks to destroy the femininity in himself. She therefore seeks to destroy the masculinity in herself.

She is supposed to admire him for the masculinity in him that she fears in herself. He is supposed to desire her for the femininity in her that he despises in himself.

He desires her for her femininity which is his femininity, but which he can never lay claim to. She admires him for his masculinity which is her

masculinity, but which she can never lay claim to. Since he may only love his own femininity in her, he envies her her femininity. Since she may only love her own masculinity in him, she envies him his masculinity.

The envy poisons their love.

He, coveting her unattainable femininity, decides to punish her. She, coveting his unattainable masculinity, decides to punish him. He denigrates her femininity--which he is supposed to desire and which he really envies--and becomes more aggressively masculine. She feigns disgust at his masculinity--which she is supposed to admire and which she really envies--and becomes more fastidiously feminine. He is becoming less and less what he wants to be. She is becoming less and less what she wants to be. But now he is more manly than ever, and she is more womanly than ever.

Her femininity, growing more dependently supine, becomes contemptible. His masculinity, growing more oppressively domineering, becomes intolerable. At last she loathes what she has helped his masculinity to become. At last he loathes what he has helped her femininity to become.

So far, it has all been very symmetrical. But we have left one thing out.

The world belongs to what his masculinity has become.

The reward for what his masculinity has become is power. The reward for what her femininity has become is only the security which his power can bestow upon her. If he were to yield to what her femininity has become, he would be yielding to contemptible incompetence. If she were to acquire what his masculinity has become, she would participate in intolerable coerciveness.

She is stifling under the triviality of her femininity. The world is groaning beneath the terrors of his masculinity.

He is playing masculine. She is playing feminine.

How do we call off the game?

RESOURCES

RESOURCES

Films

"A WOMAN'S PLACE"

A Time and Life documentary which pays tribute to women who have made contributions to society. The film is a blend of still photographs with seldom-seen live motion picture footage, all narrated by Julie Harris. "Entertaining as well an informative, 'A Woman's Place' appeals to women and men alike."

Rental fee: $37.50 Length: 25 minutes

Contact: Ms. Pat Donham
Corporate Creative Svs.
Time Incorporated
Time & Life Bldg.
Rockerfeller Center
New York, NY 10020

"CHANGING IMAGES"

This is a film about the socialization of our children. The footage was shot in an actual classroom, where there is an integration of the sexes and races. The children are shown grappling with the myths about sex roles that they have learned at home.

Rental fee: none Length: 15 minutes

Contact: John W. Havery
Oregon Department of Education
942 Lancaster Drive NE
Salem , OR 97310

(Note: Mr. Havery will also help in developing and staffing workshops on sex role stereotyping at no charge.)

"HE AND SHE"

A short fable for teachers to use with school-age children. Challenges stereotyped and sexist thinking and explores individual self expression.

Length: 7 minutes

Contact: Ms. Bev Melugin
Education Center
200 N. Monroe
Eugene, OR 97402

"ANYTHING THEY WANT TO BE" (from series of 3 entitled "Sex Role Development")

A film exploring sex role stereotypes in intellectual and career-oriented activities; covering both elementary and high school events, the film is in discussion format and can be used in teaching in the classroom.

Rental fee: $12.00 Length: 7 minutes

Contact: University of California
Extension Media Center
Berkeley, CA 94720

(Note: the film is also available to U of O faculty at no charge through the Instructional Media Center on the Eugene campus.)

"WOMEN AND MANAGEMENT: THREAT OR OPPORTUNITY?"

A film showing men and women struggling with integrating the work force with women at the management level. The film is viewed from the male point of view, as well as from the female point of view.

Length: 30 minutes

Contact: Individual Development Center
1020 East John
Seattle, WA 98102

(Note: the film is also available to U of Oregon faculty at no charge through the Instructional Media Center on the Eugene campus.)

"WOMEN'S GAME"

This is a new US Office of Education film designed to show how new opportunities are opening up for women all across the country through education. Collateral materials, including a film discussion guide for use in schools and colleges, are included in the package.

Rental fee: none Length: 30 minutes

Contact: Modern Talking Picture Svs.
2323 New Hyde Park Road
New Hyde Park, NY 11040

"HEY! WHAT ABOUT US?" (from series of 3 entitled "Sex Role Development")

A film giving new insights into sex role stereotyping in physical activities in schools, including physical education classes, playground behaviors and boisterous behavior in the classroom. The film is in discussion format and can be used in the classroom for challenging the usual conceptions of "masculinity" and "femininity".

Rental fee: $17.00 Length: 15 minutes

Contact: University of California
Extension Media Center
Berkeley, CA 94720

(Note: the film is also available to U of Oregon faculty at no charge through the Instructional Media Center on the Eugene campus.)

"MEN'S LIVES"

A documentary, widely acclaimed, that traces the impact of sex role stereotyping on several men in the United States. This is the other side of the sex discrimination issue, one often overlooked in discussions about sex role stereotyping.

Rental fee: $56.00 Length: 40 minutes

Contact: New Day Films
San Francisco, CA
415-647-7770

OR

Available in the Portland area for $15.00 donation

Contact: Men's Resource Center
3534 SE Main Street
Portland, OR 97214
503-345-3433

OR

The Oregon Department of Education may be purchasing this film, and if so, it will be available for free. Contact John Havery.

"SEX EQUITY IN EDUCATIONAL LEADERSHIP"

A soon-to-be-available slide and tape show discussing the unequal representation of women in the management level of public schools. The show discussed the advantages for men of having women join the work force and the advantages for children in having both male and female role models in the classroom, as well as in the principal's office.

Rental fee: to be announced. Length: 20 minutes

Contact: SEEL
U of Oregon
1472 Kincaid Street
Eugene, OR 97403

COMPLYING WITH TITLE IX:
A RESOURCE KIT

This resource kit is designed to provide information and materials which can assist education agencies and institutions in determining and ensuring their compliance with Title IX of the 1972 Education Amendments. It consists of the following nine components:

- ***Equal Opportunity–A Fundamental American Right.*** This small pamphlet provides a general thematic and photographic introduction to the issues of equal educational opportunity. It establishes a context for understanding Title IX.

- ***Why Title IX?*** This short booklet reviews data which document the existence of sex discrimination in education in those areas covered under Title IX, and data which suggest its possible effects.

- ***Title IX of the Education Amendments of 1972: A Summary of the Implementing Regulation.*** A detailed summary of the Title IX Regulation is provided in concise form.

- ***Identifying Discrimination: A Review of Federal Antidiscrimination Laws and Selected Case Examples.*** Laws prohibiting race and sex discrimination against students and employees of education institutions are reviewed. Examples of discriminatory situations drawn from actual school districts and postsecondary institutions are described and analyzed.

- ***Complying With Title IX: The First Twelve Months.*** This booklet outlines the five procedural tasks that must be completed by July 21, 1976 in order to ensure Title IX compliance, and gives implementation aids for each task.

- ***Complying With Title IX: Implementing Institutional Self-Evaluation.*** This 142-page manual is directed toward local education agencies; it provides materials to assist in the implementation of an institutional self-evaluation. It is organized into sections which follow the substantive areas of the Title IX Regulation. Each section contains a citation of the Regulation, a discussion of issues relating to compliance, specific data and questions for use in determining compliance, and procedural checklists to assist in designing and monitoring the evaluation process.

- ***Title IX: Selected Resources.*** This listing identifies available materials relating to Title IX compliance. It contains an appendix listing guidelines and materials developed by various state education agencies and general assistance centers.

- ***Equal Educational Opportunity*** and ***Equal Employment Opportunity.*** These two posters outline the rights of students and employees to equal opportunity without regard to race or sex. They may be displayed in institutions as one means of policy notification.

This kit was developed by the Resource Center on Sex Roles in Education under contract 300-75-0256 for the Women's Program Staff, U.S. Office of Education, Department of Health, Education and Welfare. Research and staff assistance were also supported by the Ford Foundation. Resource Center staff involved in the preparation of these materials included Irene Chung, Carolyn Clark, Judy Cusick, Janice Earle, Shirley McCune, Martha Matthews, Ann Samuel and Ernestine Scott.

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We would welcome your comments on these materials; we hope that they will assist you in the important task of ensuring compliance with Title IX.

The Resource Center on Sex Roles in Education
The National Foundation for the Improvement of Education
1201 16th Street, N.W.
Suite 701
Washington, D.C. 20036

THE CO-RESPONDENTS

The Co-Respondents, a professional readers theatre trio of two actresses and a singer/guitarist, presented "Here She Comes" on Saturday, April 16, at Spencer Butte Junior High School. "Here She Comes" confronted the issues of women and power. Power behind the man? Or power in her own right. Protected, coddled, shielded under the guise of benevolence or capable, self-sufficient, aware, a separate and equal member of humanity. The program blended history, drama and music into an exciting production which entertained as well as enlightened, and featured excerpts from the "lost" writings of many women in American literature.

Further information can be obtained by writing Penny Hoffman, manager, at 223 West 19th, Olympia, Washington 98501 (206-866-1830).

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Joyce Mixer, of the Potagerie, YM/YWCA, 2055 Patterson, Eugene, Oregon 97402

Presentors

Administration as a Career Choice

Barbara Klein, Forest Grove School District
Dr. Alan Rousseau, Beaverton School District
Dr. David Mortimore, Eugene School District
Ken Erickson, U of Oregon College of Education
Laura Perko, Portland School District
Jack Patterson, U of Oregon College of Education
Gail Fullington, University of Oregon
Dr. Thomas Payzant, Eugene School District
Barbara Keirnes, Edgewood Elementary School
Susan Paddock, University of Oregon
Dick Carlson, Center for Educational Policy and Management

Sex Stereotypes

John Havery, State Department of Education
Joy Pielstick, Project Awareness

Support Groups

Martha Harris, Eugene School District
Chic Jung, Consultant, Lake Oswego, Oregon
Joe Wiseman, Consultant, Eugene, Oregon
Whitty Bass, University of Oregon

Legal Issues

Barbara Caulfield, U of Oregon School of Law
Gary Gehlert, U of Oregon and Marshfield High School
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Representative Nancie Fadeley, House of Representatives
Jack Hunter, Eugene Oregon
Janice Marshall, Eugene, Oregon
Peter Purdue, University of Oregon
Josh and Nancy Reckord, Eugene, Oregon
Baird Blackstone, Surrey, British Columbia
Joe Weiner, Lane County Mental Health Department
Mary Burroughs, House of Representatives